



## **The Reading Exercises in the English Students' Book Entitled “Interactive English” for Secondary Education**

**Ryan Purnomo**

English Education Department, Universitas Nahdlatul Ulama Sidoarjo  
Rangkah Kidul, Kecamatan Sidoarjo, Kabupaten Sidoarjo, Jawa Timur 61234

Corresponding Author. E-mail: [ryan409.pbi@unusida.ac.id](mailto:ryan409.pbi@unusida.ac.id)

### **Abstrak**

The textbook is one of the materials in teaching learning process which is regularly used by both teachers and students at school. Textbook should improve the quality of teaching and learning process. The purpose of this study is to find whether or not the materials provided in the English textbook “Interactive English” designed for the eight grade of Junior high school compatible with the curriculum 2013. In this research, besides book, the researcher also used data sheets, internet and information. To facilitate students in developing their reading ability, the textbook provides five types of reading questions, namely multiple choice question, matching question, essay question, short answer question, and completion items very good category. These types of questions measure how much students understand from the reading texts. In collecting data, the researcher used documentation study by the following steps, as follows; 1) list the suggested criteria for evaluating textbook. 2) list the criteria of reading exercise suggested by Na’ima Mosa Ali, 3) read the English student book entitled *Interactive English*, 4) find out the reading exercises provided in the textbook, 5) classify them based on the criteria of reading exercise suggested by Na’ima Mosa Ali. The data is analyzed by using a descriptive qualitative method. The researcher used the steps of analyzing data as stated by Spreadley. The data collected for this study will be gathered from the English textbook “Interactive English” published by Yudhistira. By using this book, the students can understand the materials easily.

**Kata Kunci** : reading exercises, curriculum 2013, interactive english textbook, junior high school

## **Latihan Membaca Buku Bahasa Inggris Siswa Berjudul “Interactive English” untuk Siswa SMP**

### **Abstract**

Buku teks merupakan salah satu bahan dalam proses belajar mengajar yang sering digunakan baik oleh guru maupun siswa di sekolah. Buku teks harus meningkatkan kualitas proses belajar mengajar. Tujuan dari penelitian ini adalah untuk menemukan apakah materi yang disediakan dalam buku teks bahasa Inggris “Interactive English” yang dirancang untuk kelas delapan SMP sesuai dengan kurikulum 2013. Dalam penelitian ini, selain buku, peneliti juga menggunakan lembar data, internet dan informasi. Untuk memudahkan siswa dalam mengembangkan kemampuan membaca, buku teks menyediakan lima jenis soal bacaan, yaitu soal pilihan ganda, soal menjodohkan, soal esai, soal isian singkat, dan soal penyelesaian soal kategori sangat baik. Jenis pertanyaan ini mengukur seberapa banyak pemahaman siswa dari teks bacaan. Selain itu, peneliti harus memahami tentang evaluasi materi terutama dalam latihan. Dalam pengumpulan data, peneliti menggunakan studi dokumentasi. Proses pengumpulan data dilakukan dengan langkah-langkah sebagai berikut; 1) daftar kriteria yang disarankan untuk mengevaluasi buku teks. 2) menyebutkan kriteria latihan membaca yang disarankan oleh Na’ima Mosa Ali, 3) membaca buku siswa bahasa Inggris berjudul *Interactive English*, 4) mengetahui latihan membaca yang tersedia di buku teks, 5) mengklasifikasikannya berdasarkan kriteria bacaan latihan disarankan oleh Na’ima Mosa Ali. Data dianalisis dengan menggunakan metode deskriptif kualitatif. Peneliti menggunakan langkah-langkah analisis data seperti yang dikemukakan oleh Spreadley. Data yang dikumpulkan untuk penelitian ini akan dikumpulkan dari buku teks Bahasa Inggris “Interactive

English” yang diterbitkan oleh Yudhistira. Dengan menggunakan buku ini, siswa dapat memahami materi dengan mudah

**Keywords:** latihan membaca, kurikulum 2013, buku *interactive english*, smp

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## Introduction

According to Tarigan & Tarigan (2009, pp. 13–14) textbook is a learning book for the subject in certain fields that has been designed by an expert in the related fields for certain intentions and instructional objectives; this textbook has been equipped with appropriate and comprehensible learning facilities from elementary schools to universities. However, textbook must keep pace with the world developments and the recent changes of this age with certify acceleration of inventions.

Since textbook is perceived as a vital and important element in teaching and learning English by both teachers and students, textbooks in general and (English Language Teaching) ELT textbooks in particular should meet certain standard and criterion. A textbook should aim to provide as much as possible in one book and should be adequate to meet all the needs of students during the course so as to reach achievement in language learning. The choice of a textbook in schools worldwide is often taken too lightly, which can lead to serious repercussions for both teachers and students.

Therefore, the selection of textbook should be conducted seriously because it can have massive impact on the teaching and learning and learning process as teachers would make references to the textbooks. One wrong step in choosing an appropriate textbook can lead into the failure in teaching and learning process. Garinger (Stated in Betty, 2011) states that a good textbook should match to the program and the course, help students acquiring the necessary skills, balance, progressive, varied and challenging exercises or activities as well as consider the practical concern such as availability and cost.

## Notion of Reading

Gillet, Temple, Temple, & Crawford (2012, p. 3) stated that reading is first of all a language ability. Studying the notions of the reading

above, the researcher concludes that reading is the process of constructing meaning which is mainly concerned with learning to recognize the printed symbols to get information and knowledge from a literary that is written.

## English Reading Material

According Gorys Keraf (1997:1), language is a means of communication between members of the community in the form of a symbol of sound produced by the speech organ. Perhaps there is an objection by saying that the language is not the only tool for communication. Material is an important resource for teacher in assisting students to learn English. Material has a role as one of the main instrument for shaping knowledge, attitude and principle. Reading materials refer to any passages or texts that bring certain messages or ideas to be shared to the reader through the process of reading activity (Kitao, 1997).

## Notion of Exercise

Syllabus designers are concerned more on how to satisfy learners needs to be able to communicate appropriately in real-world context than on only insisting on the accurated-linguistic use. Exercise is an activity to occupy the attention and effort of to ask and to exert for the sake of training improvement, to practice in order to develop and also to improve by practice (Wordnik, 2014).

## Exercise

There are some notions of reading exercise found in websites. They define reading exercise as follows: Oxford Dictionaries (2015) defines reading exercise as a task set to practice or test a reading skill. The Free Dictionary (2017) defines reading exercise as a set of question, tasks, etc, designed to train, improve, or test one’s ability in reading.

Activating background knowledge before reading the text through questioning, picture, word clustering, discussion, etc may help students to understand a topic. Indeed having more prior knowledge generally aids comprehension the text better. Below is a discussion of the four criteria used for evaluating the reading exercises. In this context, the researcher uses the types of reading questions suggested in Curriculum 2013 as stated in Regulation of the Minister of National Education 66/2013 on assessment standards in education, multiple choice question, matching question, essay question, short answer question, true or false question, and completion items.

### Notion of Textbook

A teacher usually uses some media to make him or her easier in explaining the teaching materials. A medium is a means to help the teachers when the teaching and learning activities progress. One media which is ordinarily used is a textbook. The textbook is easy to buy, to carry, and to study. Even though these are so many kinds of media rivaling the printed materials of communication, the textbook remains the major source in school.

### Method

In this research, the researcher uses qualitative research with content analysis design. This is supported by Alwasilah (2000: 111) who says that in qualitative paradigm, we can use document analysis method to analyze certain documents such as letter, autobiography, journal, textbook, government publication, and so on. A descriptive method is non-hypothesis. It collects, analyses them, and draws a conclusion based on the data only. This research is concluded to document analysis as a method used to collect information sourced from the written object. The terms of document analysis are content analysis, activity analysis, or information analysis. In this research, the researcher uses content analysis.

The data in this research are the reading exercises provided in the English student book entitled Interactive English. The type of data in this research is qualitative data. Qualitative data is usually in the form of words rather than number. The data source is the English student book entitled Interactive English for the eight

grade of Junior High School published by Yudhistira.

In this research, besides book, the researcher also used data sheets, internet and information. The data sheets were taken from Interactive English the English textbook for the eight grade of Junior High School published by Yudhistira. Internet was use to complete the informations about the data and computer was used to type and to save the research file. Moreover, the researcher has to understand about material evaluation especially in exercise.

In collecting data, the researcher used documentation study. "Documentation study may refer to technique of collecting data by gathering and analyzing documents, while documents is any communicable material (such as text, video, audio, etc) used to explain some attributes of an object, system or procedure" (Research Document, 2011). Written documents are sources of research, which have important role in qualitative research. The document used in this research is the textbook Interactive English, the English student book for eight grade of Junior High School published by Yudhistira. The processes of collecting data were done by the following steps, as follows; 1) list the suggested criteria for evaluating textbook. 2) list the criteria of reading exercise suggested by Na'ima Mosa Ali, 3) read the English student book entitled Interactive English., 4) find out the reading exercises provided in the textbook, 5) classifying them based on the criteria of reading exercise suggested by Na'ima Mosa Ali, 6) giving codes to each reading exercise suggested by Na'ima Mosa Ali.

In this research, the researcher needs data validation. The data validation is used by the researcher to strengthens his research so that she knows what she will do to investigate the data. It is also used for responsibility that the research can be accountable. The researcher uses source triangulation.

By using the source triangulation, the research is more accountable. The researcher uses two sources to get the same data analysis. This way directs to use the available data sources. The first data source in this research is reading exercises in Interactive English textbook. The researcher reads and analyzes the reading exercises based on criteria suggested by Na'ima Mosa Ali. Then, the researcher crosses check the reading exercises and analyzes the reading exercises based on criteria suggested by Na'ima Mosa Ali.

Then, the researcher crosses check the reading exercises several times to achieve the validity. The data are analysed by using descriptive qualitative method. The researcher uses the steps of analysing data as stated by Miles and Huberman (1992: 16). The steps of analysing data; 1) giving description of the quality of the textbook match the suggested criteria for evaluating textbook, 2) preparing data that are compatible with the criteria of reading exercise suggested by Na'ima Mosa Ali, 3) giving description to each exercise that are compatible with the criteria of reading exercise suggested by Na'ima Mosa Ali. 4) counting them based on the criteria of reading exercises as suggested by Na'ima Mosa Ali. 5) giving the percentage to the total number of criteria of reading exercises developed in the textbook.

In giving percentage, the researcher uses the theory from Walizer that is edited Sadiman (1993: 105) as follows:

$$P = F/N \times 100\%$$

In which,

- P** : The Percentage  
**F** : The Frequency  
**N** : The Sum of the Frequency

The score the degree of criteria of reading exercise in the textbook as suggested by Na'ima Mosa Ali, the researcher uses the percentage descriptive

The researcher uses "Schema of Quality Classification" as proposed by Arikunto (2006: 319) to know the quality of compatibility, as follows:

**Table 3.1**

The Percentage and Compability Classification

Interval Percentage	Quality
80 % - 100 %	Very Good
60% - 80%	Good
40 % - 60 %	Fairy Good
20 % - 40 %	Bad
0 % - 20 %	Very Bad

## Findings and Discussion

In research finding the reseacher present the areas of qualities the English student book entitled Interactive English, the criteria of the reading exercise provided in the English textbook entitled Interactive English, the compability of reading exercises provided in the English textbook entitled Interactive English with the criteria of reading exercises as suggested by Na'ima Mosa Ali, and the areas of strengths and weakness in the reading exercises in the English textbook entitled Interactive English.

The textbook analyzed in this research is entitled Interactive English for the eight grade student of Junior High School. It is written by Cecilia Dwi Astuti Sudarso and was published by Yudhistira in 2014. The outline of the content is multiple choice, matching question, essay question, short answer question, completion items question, understanding words in context, summarizing, skimming, scanning, recognize the structure of a text, presenting background knowledge, focusing on purity of reading exercise.

This textbook fulfills all the reading skills for Grade VIII of Junior High School in Curriculum 2013. They are understanding words in context, summarizing, skimming, scanning and recognize the structure of a text. It means that this textbook facilities students to improve all the reading skills by doing the reading exercises provided in the textbook. This textbook also provides prior discussion, questioning and picture to activate students' background knowledge. The reseacher found out the reading exercises that focus on the purity of reading exercise. They are multiple choice question, short answer question and essay question. These types of questions measure how much students understand from the reading texts. They do not take into consideration other language skills or language aspects.

An essay question is only for which students supply rather than select the correct answer. It demands that students compose a response. The reading exercise found in the textbook provides essay question, on page 55 in chapter 8 from the textbook entitled Interactive English. From the textbook entitled Interactive English on page 55 in chapter 8, we can see that the reading exercise asks students to answer, then explain the questions. Students have to

compose the responses by using their own words, ideas, knowledges and experiences. The reading exercise is suitable with the criteria of reading exercise as suggested by Na'ima Mosa Ali.

**The Compability of Reading Exercises Provided in the English Student book Entitled Interactive English**

After comparing and counting the criteria, the researcher gives the percentage to judge whether the textbook “Interactive English” is compatible with the criteria of reading exercise suggested by Na'ima Mosa Ali or not using the theory from Sadiman (1993: 96). Then, to know the quality of compability, the researcher uses “Schema of Quality Classification” as proposed by Arikunto (2006: 319). Below is the percentage of the criteria provided in the textbook, as follows:

**The total number of criteria of reading exercises**

**The total number of criteria of reading**

x100%

$$\frac{12}{13} \times 100 = 92, 31 \%$$

The percentage is 92, 31 %. It means that 92, 31 % of the reading exercises developed in the text belong to very good category. So, the researcher concludes that the reading exercises in the textbook facilitate the students to achieve the competencies in reading skill.

**Discussion**

Discussion presents the areas of qualities of the textbook, the compability of reading exercises provided in the textbook entitled Interactive English with the criteria of reading exercise as suggested by Na'ima Mosa Ali, and the areas of strengths and weakness in the reading exercises in English textbook entitled Interactive English.

**The Quality of the English Student Book Entitled Interactive English.**

After evaluating this textbook chapter by chapter, the researcher identifies the areas of qualities of the textbook. The textbook provides the objectives of the learning in the each chapter. Students are expected to be able to achieve the objectives of the learning.

The objectives of the reading learning in the textbook are summarized as follows:

Identifying the social function, text structure and language feature of the text; descriptive (recount text, people, animal story, narrative text, and kids doing activity) and announcement, Identifying the social function, generic structure and language feature of expression, talking about self, extended compliment, care, intention, extended congratulation, Responding the meaning of the texts in the written and oral forms.

The textbook reflects the uses (present or future) that learners will make of the languages. The textbook reflects the uses of the languages in present or future by giving the activities that are constructed in real situation for students, then students have to be active with their partner to complete the all activities. The textbook provides unit-by-unit instruction, periodic test section, accompanying visual aids, but does not provide audio aids. The textbook contains twelve chapters.

Each chapter consists of four skills: listening, reading, speaking and writing. Grammar, vocabulary and text structure are also provided in each chapter. Some of the sections are presented in visual aids by pictures, but does not provide audio aids for listening section. Because of that, teachers have to speak the dialog by their ownself then students listen to what teachers speak about. It also provides activities, tasks and or exercises for students. The instructions are provided and clear for all activities, tasks and or exercises. The title of each chapter is appropriate with the contents.

The researcher finds that the little of each chapter is appropriate with the contents. It is systematic. So, at the first section, textbook provides background knowledge and warmer section for students, then after that gives vocabulary builder, vocabulary exercise, pronunciation practice, after that reading section, grammar builder, then writing section and the last is speaking section. Those are appropriate

with the title and systematic. The layout is attractive and colorful.

The textbook provides visual aids for make the layout to be more attractive. It presents colorful pictures that are attractive for students. For example, when students are learning about the text describing. The textbook present the picture about people daily routines.

### **The Compability of Reading Exercises Provided in The English Student Book Entitled Interactive.**

Based on the criteria of reading exercises as suggested by Na'ima Mosa Ali, there are thirteen criteria that are used to evaluate the reading exercises. After analyzing the data on the English textbook "Interactive English" which are appropriate with the criteria, the researcher finds that the textbook provides twelve criteria. The percentage for this point is 92, 31%. It means that the reading exercises in the textbook give enough facility for students to achieve the competencies.

The textbook "Interactive English" provides reading exercises which support teaching learning process. Most of the reading exercises are compatible with the criteria of reading exercises suggested by Na'ima Mosa Ali because there are 12 out 13 criteria provided in the textbook. The criteria are multiple choice, matching question, essay question, short answer question, true or false question, completion items, understanding words in context, scanning, summarizing, skimming, recognize the structure of a text, presenting background knowledge and focusing on purity of reading exercise.

### **The Areas of Strengths and Weaknesses in the Reading Exercises in English Student Book**

Based on the analysis, the researcher found out the following areas of strengths in the reading exercises. The reading exercises provide five types of reading question

The textbook entitled Interactive English consists of twelve chapters. Each chapter consist the reading section which provides texts and reading exercises. The researcher found out five types of reading question out of five types as suggested in Curriculum 2103. They are multiple choice, matching question, essay question, short answer question, and completion items.

The researcher describes that the textbook provides variety of reading exercise.

Variety in reading exercises means to use different kinds of questions that cover all the skills. This textbook facilitates students a variety of exercises in which they can practice reading in different ways. By doing variety of reading exercises, it is expected that students can improve their reading ability.

The reading exercises cover all the reading skills suggested in Curriculum 2013.

The researcher found out the reading exercises covers all the reading skills suggested in Curriculum 2013. The skills developed in the textbook are understanding words in context, scanning, summarizing, skimming, recognize the structure of a text. Reading involves a variety of skills. There must be variety in the range of exercises. This is necessary if different skills are to be covered.

This textbook accesses academic texts and students' ability to process and understand the varied skills they require. Teachers have a special responsibility to their students. They must discover whether or not students are able to cope with the special content reading skills required by their academic. Therefore, by doing the reading exercises provided in the textbook, it helps teachers to measure and know whether or not students achieve the competencies required by academic.

The textbook presents background knowledge to help students in doing the reading exercises.

Activating background knowledge before reading the text through questioning, picture, word clustering, discussion, etc may help students to understand a topic. Indeed having more prior knowledge generally aids comprehension the text better. By having good comprehension about a given text, they discover their own strategies to understand the meaning of text.

Readers use their background knowledge automatically, without realizing it, so readers need to learn to use their own background knowledge, activate and extend the knowledge to make sense of what they are reading about. If all students do not have any background knowledge on the topic of the reading material that is to be used, then every effort should be made to build that knowledge through prior discussions, discussing picture or objects, or through other means before introducing the new text. Activating background knowledge can develop readers' understanding by helping them to see links between what they

have already known and new information they are encountering and this can assist students with the learning process.

From the statement above, we can know that background knowledge is an important technique in teaching-learning process. This textbook provides the background knowledge to help students in understanding the topic of the reading material. The researcher found out this textbook provides the background knowledge to help students in understanding the topic of the reading material. Researcher found out this textbook provides the background knowledge to help students in understanding the topic of the reading material. Activating background knowledge before reading is an important technique in teaching reading.

This textbook provides prior discussion, questioning and picture to activate students' background knowledge before introducing the new text, it may increase students' interest in connecting and sharing their experience. It also helps students to do reading exercises well. In the prior discussion, the researcher found that teachers and students are asked to discuss the topic before introducing a new text, for example:

From the statement above, we can see that the prior discussion asks students to listen to their teacher reading an announcement. Then, students answer the questions. After that, teacher and students discuss the correct answers for all questions. This kind of way in activating background knowledge helps students in understanding about an announcement text.

In the reading section, students are given one announcement text. An announcement tell about the National Sport Day in SMP Mulya Bogor. So, there is a connection between the activating background knowledge section with the next topic. In activating students' background knowledge, this textbook provides questioning section. The section gives some questions about the related topic. Then, students are asked to answer all the questions.

Below is the example of questioning section to activate students background knowledge. From the statement above, we can see that in the questioning section above, students are asked to think of a objects. Then, talk with their partner about the objects. By giving the questions, students can share their true answer. They may talk about the object. Then, they may describe the object. This section builds

an interactive communication between teachers and students or partners.

In the reading section, students are given a descriptive text entitled Guess what these objects are. This text describes a objects in the sentence. So, there is a connection between the activating background knowledge section with the next topic that will be learned. In the discussing pictures, the researcher found that students are asked to discuss the given picture, for example on page 11 in chapter 2.

From the statement above, we can see that students are given six picture. All the picture are about what these kids doing. Students have to look at the pictures carefully then describe them. They are kids and their daily routine. So, by doing this section, students are going to learn about a describe text and descriptive text. In the reading section, students are given a descriptive text entitled "Write what these kids doing". This text describes a kids daily routine. So, there is a connection between the activating background knowledge section with the next topic.

They do not take into consideration other language skill; writing, listening and speaking or language aspect; pronunciation, grammar, spelling and vocabulary. Purity is needed in reading exercises as the main focus in a reading lesson is to measure how much the students understood of what they read. The researcher found out the reading exercises which focus on pure of reading are multiple choice question, short answer question, and essay question. Those types of the questions measures how much the students understood of what they read, because they do not take into consideration other language skills or language aspects.

Based on the analysis, the researcher found out the area of weakness in the reading exercises. Indonesia Ministry of Education regulates the assessment standards in education as stated in Permendikbud No.66/2013 tentang Standar Penilaian (Regulation of the Minister of National Education 66/2013 on assessment standards in education). Assessment standards are the criteria on the mechanisms, procedures, and assessment instruments of students' learning outcomes. Educational assessment is a process of collecting and processing information to measure students' achievement. It includes attitude, knowledge and skill.

The reading exercises provided in the textbook measure students knowledge competency. As regulated by Indonesian

Ministry of Education, teachers assess this competency through written test, oral test and assignment. The instruments for the written test are multiple choice questions, matching question, completion item, short answer question, essay question and true-false question. The instruments for assignment are homework and/or projects done individually or in groups based on the characteristics of the task.

After analyzing the data, the researcher found that true-false question is not provided in English Textbook entitled Interactive English. The textbook consists twelve chapter, the researcher find multiple choice question, the types of reading questions provided in the textbook are matching question, essay question, short answer question and completion items to measure students' reading ability. So, the researcher infers that the textbook does not fulfill the assessment standards in Curriculum 2013.

In the preface of this book explained that the book is arranged to improve language skill. The presentation is by using a text-based learning approach in oral and written forms, by placing English as a means of communication. Understanding the type, principle and context of a text is emphasized so as to facilitate learners grasp the meaning explicitly and implicitly. It also presents ideas and the meaning of its content in a text that are easy understand. Appreciating the beauty of the selection words and leading to politeness attitude are emphasized.

From the above statement can be concluded that this book emphasizes students' understanding of the types, principles and context of a text and being able to present the idea. Leading and politeness and respecting to the beauty of the language are also emphasized in this book. So, this could be the reason why the authors did not use a multiple choice question as an instrument to measure students' reading ability, because the authors hope students are able to understand the texts in depth without compromising attitude and the beauty of the language. True-false question also has the weakness. It limits creativity. So, this could be the reason why the authors did not use a true-false question, because it limits students' creativity.

## Conclusion

The researcher finds the areas of qualities of the textbook fulfilled with the suggested criteria for evaluating textbook. They are the

textbook provides the objectives of the learning in the each chapter, reflects the uses (present of future) that learners will make of the languages, provides unit-by-unit instruction, periodic test section, accompanying visual aids, but does not provides audio aids, the title of each chapter is appropriate with the contents and the layout are attractive and colorful.

The researcher finds that 12 criteria of reading exercises as suggested by Na'ima Mosa Ali are suitable with the reading exercises provided in the textbook entitled Interactive English. The criteria are multiple choice, matching question, essay question, short answer question, completion items, understanding words in context, scanning, summarizing, skimming, recognize the structure of a text, presenting background knowledge and focusing on purity of reading exercise. While, the criterion which is not provided in the textbook is true-false question

Based on the result, the researcher concludes that the reading exercises in the textbook entitled Interactive English for the eight grade students of Junior High School are classified as very good reading exercises. Dealing with the percentage that is shown in the research finding the result of percentage is 92, 31%.

Based on the result of the analysis, the researcher finds the areas of strengths and weaknesses in the reading exercises in English entitled Interactive English. The areas of strengths are there are five types of reading questions (multiple choice, matching question, essay question, short answer question and completion items) which are provided in the textbook, the reading exercises covers all the reading skills suggested in Curriculum 2013, the textbook presents background knowledge to help students in doing the reading exercises and the textbook provides the reading exercise which focus on pure reading. While, the area of weakness in the reading exercise in English textbook entitled Interactive English is true-false question. The textbook does not provide true-false question to measure the students' understanding about the texts and the dialogs.

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