

A NEED ANALYSIS STUDY OF ACTIVE READING BOOK

Hermariyanti Kusumadewi^{1*}, Eva Nurul Candra²

Universitas Indraprasta PGRI^{1, 2}

kharmariyanti@gmail.com^{1*}, evanurulcandra@gmail.com²

Keywords: Need analysis; Reading Comprehension Book	Abstract: The purpose of reading skills is not only to look for factors related to reading material i.e. topic and main idea, but also sometimes EFL students must get the latest reading material as the times change in getting those material related with global Sustainable Development Goals (SDGs). Therefore, learning material must be in accordance with the needs of the EFL students, and SDGs represent a broad, integrated to catalyze implementation of sustainable development. The textbook will be analyzed in this research is Reading Comprehension book 2 for 3rd semester written by Parlindungan Pardede published by Unindra. There are many text book evaluation criteria; however, this research will focus in SDGs. The objective of the research is to analysis whether the “Reading Comprehension Skill Book 2 “is considered relevant to the SDGs criteria. In this research, the writer employs a descriptive-quantitative content analysis with qualitative approach. According to analysis, the composition of that textbook shows that this meets the criterion in terms of objectives, that is the objectives laid out in the beginning and proved with the materials that are relevant to, elaborating through standard of curriculum only 32% of the whole materials. Unfortunately, there are many improper materials which are not suitable with KKN criteria. The explanation among units are not only provided, but also sometimes EFL students must get the latest reading material as the times change in getting those material related with global Sustainable Development Goals (SDGs). Therefore, learning material must be in accordance with the needs of the EFL students, and SDGs represent a broad, integrated to catalyze implementation of sustainable development.		
Submitted: 14-04-2023	Revised: 10-07-2023	Accepted: 13-07-2023	

INTRODUCTION

Currently teaching English is a requirement that cannot be separated from education in Indonesia. In fact, some high schools add hours of English lessons outside the regular schedule. This course aims to enable students to reach English language competence as well as Indonesian. Accordingly, to get maximum results required teaching materials that not only can be used in the classroom but also can be learned at home. Teachers whose job are various, among others as a motivator, curriculum planners, supervisors as well as a facilitator is not an easy task. Especially as curriculum planners, teachers are expected to design their own materials as effective and creative as possible. But if teachers are not able to create their own material, he should be able to choose and determine the material in accordance with a standardized criterion. The meanings of material in this research itself are textbooks.



Textbook, is one of many materials which is most frequently used in teaching learning process. It is one of knowledge sources which is the easiest to obtain and becomes one of many aids to assist the students in acquiring clear concepts of subject matter (Lestari in Pusporini, 2009: 6). As for the characteristics of textbooks that meet the criteria, generally following: it should suit the needs and interest and abilities of the students, suit the teacher, and meet the need of official public teaching syllabus or examination (Setiawati, 2010: 27).

Nowadays, many textbooks are easily produced and distributed to schools by offering a relatively affordable price. Unfortunately, until now that has not been much research that discussed the quality of these books. Directly proportional to this fact, ironically there are many teachers who adopt from a book without knowing whether the book is indeed feasible to use or not. To make a teaching material that is suitable to the development needs of the present, the authors must pay attention to several factors, one of which must be related to the SDGs. Related to reading skills, the reading text materials must also be in accordance with SDGs. because through reading skills the goals of the SDGs can be delivered effectively So that by this research, ultimately expected teachers really know about the quality of text book which is used to then be able to give proper treatment to the book itself. It means that teacher can adopt, adapt or maybe delete the inappropriate material. Based on the description above, this research will analyse the content suitability of Practice and Progress By Reading Comprehension Skill Book 2, by Parlindungan Pardede as a teaching material with the Sustainable Development Goals (SDGs).

The textbook will be analysed in this research is Reading Comprehension book 2 for 3rd semester written by Parlindungan Pardede published by Unindra. There are many text book evaluation criteria; however, this research will focus in SDGs. The objective of the research is to analysis whether the “Reading Comprehension Skill Book 2 “is considered relevant to the SDGs criteria.

METHOD

Research design is defined as the strategy or the way how the researcher gets valid data, analyze them, and finally come to the answers of the research problems. Arikunto (in Winarsih, 2019) also says that research design of the research as a guide to carry out the research. In this research, the writer employs a descriptive- quantitative content analysis with qualitative approach. Using qualitative approach means the research is based on qualitative data and tends to follow the inductive mode of the scientific method (Franklin and Ballan, 2001). While descriptive design, Gay (1992:13) says that it determines and report the way things are. In accordance to Gay, also Riyanto (in Kholil, 2006: 31) explains that the explanation of the relationship between the variables and testing the hypothesis are not needed in this design. Elaborated to quantitative content analysis, descriptive quantitative content analysis is applied using principle of objectivity. The categories arranged to be operational, that is, does not cause double interpretations. The quantitative principle here is that messages that appear must be quantified to obtain frequency counts messages intended. (Ida, in Bungin, 144: 2003).

Data Source

The data of this research is Reading Comprehension Book 2 used by students’ 3rd semester published by UNINDRA. The book is chosen because:



1. The book is published and since 2005;
 2. The book is practically used based on school and English courses;
 3. The book published to be a quality and achievable textbook;
 4. The book will be used widely by teachers and students in Indonesia, especially in Jakarta.
 5. English starts to be a compulsory subject since pre-intermediate students.
- Also, it can be used as a first step in preparation for higher-level.

Data Collection

The data for analysis collected from “Reading Comprehension Book 2”. Because the source of the data is in the form of document, the method used to gather data is called Documentation Method (Arikunto, 2010). The instrument of data gathering is called checklist. The data collected by identifying the content of the book based on certain checklist. The checklist used in this study is the KKNi, SDGs and EFL textbook evaluation criteria. The procedure of data gathering consists of two steps. First, find the English textbook that will be evaluated, “Reading Comprehension Book 2”. Second, use random techniques to obtain samples from each unit. Third, gather the data from the book based on the checklist.

RESULT AND DISCUSSION

Result

After collecting the data, the next step is analyzing the data. The content of “Reading Comprehension Book 2” was analyzed based on KKNi evaluation criteria and SDGs items. According to Ary (in Winarsih, 2019), qualitative research focuses an understanding the social phenomena from the perspective of the study. The aim is to describe “what exists” with respect to conditions in situation. Moreover, Sukmadinata (in Pusporini, 2009: 20) describes that some descriptions are used to find some principles and explanations which are heading to a conclusion. Based on the theory, the data is analyzed using qualitative data analysis.

The writer describes the content of the data based on KKNi evaluation criteria and SDGs topics. The KKNi criteria used in this study is based on the criteria of Jahangard (in The Asian EFL, June 2007). The criteria are chosen because they have been summarized from 10 different sources and tried out to evaluate textbooks. However, the writer omits two criteria which are not applicable for this study. “Approaches educationally and socially acceptable to target community.” is not applicable because it needs further studies i.e. about which part of grammar is easier to be given in the first chapter and “Interesting topics and tasks” is not applicable because it needs students’ opinion about the topics, while the book is not yet widely used.

The criteria also applied by the former researcher, that is, Nuryantiningsih Pusporini (2009) in “A Content Analysis on English E-Book for Junior High School Grade VII, ‘English in Focus’.”

Table 1. KKNi criteria evaluation

Learning Outcomes (Capaian Pembelajaran)	Pengalaman Belajar Mahasiswa	Status		Keterangan
		Ada	Tidak	
1. Mahasiswa mampu menentukan topik baik yang tersurat maupun tersirat dalam sebuah paragraf.	1. Mahasiswa mempelajari cara menemukan topik dalam sebuah paragraph			
	2. Mahasiswa mempelajari cara menentukan topik			



- | | |
|---|---|
| | tersurat dan tersirat dalam paragraf |
| 2. Mahasiswa mampu menentukan ide utama yang tersurat dalam bacaan | 1. Mahasiswa mempelajari cara menemukan ide pokok (tersurat) dalam sebuah paragraph |
| 3. Mahasiswa mampu menentukan ide utama yang tersurat dalam bacaan | 1. Mahasiswa mempelajari cara menentukan ide pokok (tersirat) dalam paragraf |
| 4. Mahasiswa memiliki strategi dalam menentukan ide utama yang tersirat dalam paragraph | |
| 5. Mahasiswa mampu menentukan ide utama yang tersirat dalam bacaan. | |
| 6. Mahasiswa memiliki strategi dalam menentukan gagasan utama dalam jenis paragraph yang berbeda | 1. Mahasiswa mempelajari jenis – jenis paragraf |
| 7. Mahasiswa mampu menentukan gagasan utama dalam berbagai jenis paragraf | |
| 8. Mahasiswa mampu mengetahui jenis dari kalimat pendukung | 1. Mahasiswa mempelajari cara menentukan topic dan ide pokok dari kalimat pendukung |
| 9. Mampu menentukan kalimat pendukung dalam suatu paragraf dengan berbagai teknis. | 1. Mahasiswa mempelajari kalimat pendukung mayor dan minor dalam paragraf |
| 10. Mampu menentukan kalimat pendukung berdasarkan topic yang tersedia dalam paragraph | |
| 11. Mampu menentukan kalimat pendukung berdasarkan gagasan utama yang tersedia. | |
| 12. Mampu memahami kalimat transisi dalam sebuah paragraph. | |
| 13. Mahasiswa mampu menentukan makna dari berbagai jenis tanda baca untuk membantu memahami bacaan (menentukan topik dan ide pokok) | 1. Mahasiswa mempelajari makna kalimat berdasarkan tanda baca |
| 14. Mahasiswa mampu memahami makna berdasarkan substitusi kata untuk membantu memahami bacaan | 1. Mahasiswa mempelajari substitusi kata menjadi makna dalam sebuah kalimat |



- (menentukan topik dan ide pokok)
15. Mahasiswa mampu memahami makna berdasarkan kualifikasi kata untuk membantu memahami bacaan (menentukan topik dan ide pokok)
1. Mahasiswa mempelajari substitusi kata menjadi makna dalam sebuah kalimat

Before entering the data analysis, first the small papers are needed to choose the random sample for each unit from the book will be analyzed. Intentionally, fourteen of small papers which contain the number of the unit of the book are shaken and what number dropped, that is the unit will be analyzed by using the criteria based on its order. Everything is done in random.

After analyzing the data based on KKNi evaluation criteria, the writer can explain which of the criteria are already met by the book. The next step is concluding the result of the analysis in the terms of explaining the reasons why each criterion considered to be relevant or not

Table 2. EFL Criteria Evaluation

Chosen EFL Evaluation Criteria	Description
1. Objectives are explicitly laid in an introduction, implemented in the material	The objectives are given in the beginning of the book and each chapter The objectives are suitable with the official syllabus (standard competency and basic competency) The topics and materials are suitable with the objectives
2. Good vocabulary explanation and practice	There is a vocabulary section in each chapter Vocabulary section consists of lists of words and their definitions based on the context used There are vocabulary practices in each chapter
3. Approaches educationally and socially acceptable to target community	Structure, function, situation, topic, skills which are reasonable, so that can be logically acceptable in community.
4. Periodic review and sections	There is review section at the end of each chapter There are periodic test sections in the book
5. Interesting topics and tasks	The topics of readings vary from factual to anecdotal ones and sometimes are funny stories.
6. Appropriate visual materials available	There are visual materials available from the book, such as charts, pictures, movies, etc. which are relevant with the topics
7. Clear instructions	The instructions of the exercises or practices are clear and easy to understand, in terms of completed by examples and/or given in the
8. Clear attractive layout, print easy to read	The words are correctly spelled and clearly printed It consists of colorful pictures of real people and real environment
9. Content clearly organized and graded	Each chapter is organized as below: - o Introduction: objectives - o Materials: practices and exercises - o Review: summary of materials Texts given in the book should at least consist of: - o Recount: orientation and sequence of events - o Narrative: orientation, complication, and solution - o Procedure: systematic steps, implicitly or explicitly mentions the ingredients/ things - o Descriptive: descriptions of the nature



	people/things/animals which are related to their social function
10. Plenty of authentic language	There are authentic materials in each chapter
11. Good grammar and practice	There is a grammar presentation in each chapter There are grammar practices in each chapter
12. Fluency practice in all skills	Each chapter should consist of four skills Each skill in each chapter should be completed with fluency practices
13. Encourage learners to own learning strategies and become independent in learning	The book provides activities to enable students to use the language independently

Before entering the data analysis, first the small papers are needed to choose the random sample for each unit from the book will be analyzed. Intentionally, fourteen of small papers which contain the number of the unit of the book are Shaked and what number dropped, that is the unit will be analyzed by using the criteria based on its order. Everything is done in random.

After analyzing the data based on KKNi evaluation criteria, the writer can explain which of the criteria are already found by the book. The next step is concluding the result of the analysis in the terms of explaining the reasons why each criterion considered to be relevant or not. The thorough descriptions will be employed to avoid misunderstanding for each.

Discussion

Below is a-one semester learning plan of Integrated English course based on KKNi:

Table 3. KKNi criteria evaluation

Learning Outcomes (Capaian Pembelajaran)	Pengalaman Belajar Mahasiswa	Status		Keterangan
		Ada	Tidak	
1. Mahasiswa mampu menentukan topik baik yang tersurat maupun tersirat dalam sebuah paragraf.	1. Mahasiswa mempelajari cara menemukan topic dalam sebuah paragraph 2. Mahasiswa mempelajari cara menentukan topik tersurat dan tersirat dalam paragraf			
2. Mahasiswa mampu menentukan ide utama yang tersurat dalam bacaan	1. Mahasiswa mempelajari cara menemukan ide pokok (tersurat) dalam sebuah paragraph			
3. Mahasiswa mampu menentukan ide utama yang tersurat dalam bacaan	2. Mahasiswa mempelajari cara menentukan ide pokok (tersirat) dalam paragraf			
4. Mahasiswa memiliki strategi dalam menentukan ide utama yang tersirat dalam paragraph				
5. Mahasiswa mampu menentukan ide utama yang tersirat dalam bacaan.				
6. Mahasiswa memiliki	1. Mahasiswa mempelajari jenis			



strategi dalam menentukan gagasan utama dalam jenis paragraph yang berbeda		– jenis paragraf
7. Mahasiswa mampu menentukan gagasan utama dalam berbagai jenis paragraf		
8. Mahasiswa mampu mengetahui jenis dari kalimat pendukung	1. Mahasiswa mempelajari cara menentukan topic dan ide pokok dari kalimat pendukung	
9. Mampu menentukan kalimat pendukung dalam suatu paragraf dengan berbagai teknis.	2. Mahasiswa mempelajari kalimat pendukung mayor dan minor dalam paragraf	
10. Mampu menentukan kalimat pendukung berdasarkan topic yang tersedia dalam paragraph		
11. Mampu menentukan kalimat pendukung berdasarkan gagasan utama yang tersedia.		
12. Mampu memahami kalimat transisi dalam sebuah paragraph.		
13. Mahasiswa mampu menentukan makna dari berbagai jenis tanda baca untuk membantu memahami bacaan (menentukan topik dan ide pokok)	1. Mahasiswa mempelajari makna kalimat berdasarkan tanda baca	
14. Mahasiswa mampu memahami makna berdasarkan substitusi kata untuk membantu memahami bacaan (menentukan topik dan ide pokok)	1. Mahasiswa mempelajari substitusi kata menjadi makna dalam sebuah kalimat	
15. Mahasiswa mampu memahami makna berdasarkan kualifikasi kata untuk membantu memahami bacaan (menentukan topik dan ide pokok)	1. Mahasiswa mempelajari substitusi kata menjadi makna dalam sebuah kalimat	

Based on KKNi criteria analysis above, it found that 25 items were categorized and analyzed. Samples were intentionally used in this research to avoid the subjectivity of the research itself. This research employs the criteria from KKNi which consist of 25 criteria. The criteria itself,



matched to the ten units laid on this textbook. Below are the explanations of the results from the textbook materials:

Table 4.
Summary of data analysis Active Reading Parlindungan Pardede based on KKNi criteria

Appropriate materials available	$\frac{8}{25} \times 100\% = 32\%$
Inappropriate materials available	$\frac{17}{25} \times 100\% = 68\%$

A good textbook needs to state goals with the teaching objectives learners should achieve. The description of this criteria; 1) the goals of the learning process stated in the beginning related chapter, 2) the objectives explicitly laid for later applied in the material, 3) the goals of the curriculum are clarified. The book is analyzed based on those descriptions (KKNi). The book is considered relevant to the criterion if it can meet all or some of the descriptions.

According to analysis, the composition of that textbook shows that this meets the criterion in terms of objectives, that is the objectives laid out in the beginning and proved with the materials that are relevant to, elaborating through standard of curriculum only 32% of the whole materials. Unfortunately, there are many improper materials, or inappropriate materials which are not suitable with KKNi criteria. Moreover, the explanation among units are not provided.

The main point of the objectives focuses on only grammar used in short material reading. However, this textbook is lack of examples and some of them do not put the proper examples. Here, teachers certainly should be more creative to handle these bias materials in terms of materials teaching and learning. The writers in the aspect of the objectives implement well. In the aspect of clarifying the curriculum, it is still unclear. The teachers need to carry out this by explaining what the target should achieve based on standard of curriculum.

While vocabulary practices, on several pages in this book, they are not sufficient found here. The form of practices is various, but still focuses on grammar. The students are supposed to find the meaning of certain words in Bahasa. The students are not only allowed to answer but also taken to think first where they usually find that signs give. This book indicates that it doesn't present more vocabularies for each topic. The level of difficulties considered to be graded. However, this textbook does not include the definition for each vocabulary. Moreover, the vocabulary itself must be in various meaning. It is needed to the writers attach the meaning based on the related topic.

Based on the descriptions above, it shows that the book meets the criterion given only 32%. The problem is, the vocabularies don't include the meanings. Indeed, the teachers should facilitate the students in understanding the meaning for each word in order make the materials to be clear and understandable.

A good textbook should include all five aspects: structure, function, situation, topic, skills which are reasonable, good enough so that can be logically acceptable in relating a certain community. It seems that it would be better if the topics are updated to become more congruent with the taste of the new generation which might be a bit different from that of the authors who



designed the books at least ten years ago. Tasks that are very traditional would make students more easily saturated. A good textbook should carry out that problem well.

The textbooks are acceptable regarding the clarity and orthographic beauty. However, it would be more appealing if colorful pictures of real people and real environment were used. Both teachers and students will be more interesting comparing the textbooks which are not.

Table 5. Text materials of Reading Comprehension Book 2

Chapter	Material	Scope of Discussions
1	Determining the Topic and the Main Idea	- Determining the topic: finding the topic, constructing the topic, inferring the topic. - Discovering the main idea: determining the main idea, inferring the main idea
2	Reading Passage 1	- Determining the main idea - Inferring the main idea
3	Identifying Types of Paragraphs	- Sequence of dates and events - Sequence of steps - List of Characteristics - Comparison and Contrast - Cause and Effect - Classification - Mixed Paragraphs
4	Reading Passage 2	- Determining the main idea - Inferring the main idea - Identifying types of paragraphs
5	Recognizing Functions of Sentences	- Supporting sentences explain the topic sentence - Supporting sentences suggest the main idea - Supporting sentences describe the topic - Transitional sentences - Emphatic sentences - Concluding sentences - Recognizing Functions of Sentences
6	Reading Passage 3: Chemical Bomb in Our Environments (2)	
7	Considering Punctuation to Get Meaning	- Punctuation clues - Context clues
8	Reading Passage 4: Martin Luther King and the Black Struggle for Equality	- Recognizing Functions of Sentences - Punctuation clues - Context clues
9	Getting Meaning by Word Substitution	- Double negatives - Scarcely-Hardly - Up to - Percentages - Less than - References, or linking words
10	Reading Passage 5: Fruitful Evenings	- Getting Meaning by Word Substitution
11	Recognizing Directional and Qualifying Words	- Respectively - Former-later - Hyphenated words - Only-just
12	Reading Passage 6: The Language of Social Occasions	

Above, the materials elaborated in the Active Reading Book by Parlindungan Pardede which was firstly published in 2005. Among units, only some of which suitable and appropriate with KKNi criteria. Whereas, almost all of the discussion in this book only focuses on how sentence structure is used in daily activity which described in the text. It only aimed at providing learners with practical of intended dramatically points.

This book consists of several main points on understanding paragraph. It is started form how identifying the main idea and how to understand some paragraphs. The type of practices mostly only fills in the blanks which only employs some of the text taken from text given. The majority of them, it is like to be too easy to fill in the blanks just see the text before. In other words, the book isn't considered relevant to the currently KKNi criteria, since this book is not representative and old enough to be used. Every unit and sub unit titles as presented in table 5.4 above, it has only 32% appropriateness, while more than 50% content of the book are not suitable with the newest Integrated English course criteria.

CONCLUSION

On the basis of finding and discussion stated in previous chapter, it can be concluded that: "Active Reading by Parlindungan Pardede" is not highly relevant to Integrated English Course KKNi criteria, because:

1. The objective is not explicitly stated and implemented in the material considered to be relevant based on Integrated English course KKNi criteria.
2. Less appropriate material, only 32% of the whole content available.
3. Topic and discussions of the book mostly focus on grammatical use.
4. No clear instruction and variation of task given, so students will be highly bored and insecure since grammar is considered to be something boring and horrible.
5. The content is not well-organized and graded to be relevant based on KKNi criteria.
6. Fluency practices are not representative for four skills

Based on those reasons, it means that the textbook is not closely connected and can't be used as a guidance in Integrated English teaching and learning process.

Based on the results of the research, there are some suggestions. First, it can be a consideration to institutions working this book as a guidance that this book is not closely connected since some of materials only focus on grammar, and this book is old enough to be used. Second, for those considering use this book to make some improvement in teaching and learning activity and not fully depending on this old book and make some evaluation based on recently curriculum. And the last, researchers can conduct the same study for other English textbook, or continue this study for the in-use and post-use evaluation.

REFERENCES

- Arikunto, S. (2005). *Prosedur Penelitian (suatu pendekatan praktik)* Edisi revisi VI. Jakarta: Rineka Cipta.
- Bungin, B. (2003). *Metode Penelitian Kualitatif*. Jakarta: PT. Raja Grafindo Persada
- Gay, L. R. (1992). *Educational Research (Competencies for Analysis and Application)* Fourth Edition. Newyork: Macmillan Publishing Company.
- Pusporini, N. (2009). *A Content Analysis on English e-Book for JuniorHigh School Grade VII, "English in Focus."* Malang: Faculty of Letter State University of Malang.
- Setiawati, L. (2010). *A description study on the teacher talk at EYL classroom*. Indonesian



- Journal of Applied Linguistics, 1(2), 33–48. CrossRef Google Scholar
- Winarsih, S., & Ekawati, R. (2019). Interaction of Student-Material-Student within Realistic Mathematics Education Learning Approach in Solving Proportion Problem. *MATHEdunesa*, 8(2), 260-266.
- Franklin, C., & Ballan, M. (2001). Reliability and validity in qualitative research. *The handbook of social work research methods*, 4(273-292).
- Arikunto, S. (2010). *Prosedur Penelitian Suatu Pendekatan Praktek [Research Procedure A Practical Approach]*. Jakarta: Rineka Cipta.

