

**AN EVALUATION OF CRITICAL READING MATERIALS AT ENGLISH
LANGUAGE DEPARTMENT OF UNIVERSITAS NEGERI PADANG**

Thesis

*Submitted as Partial Fulfillment of the requirements to Obtain Bachelor of Education
(B. Ed) in English Language Education*



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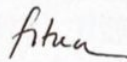
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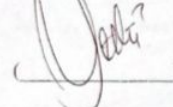
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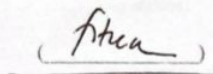
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ABSTRACT

Sukmana (2021). *An Evaluation of Critical Reading Materials at English Language Department of Universitas Negeri Padang*. Thesis. Padang: English Language and Literature Department. Faculty of Languages and Arts. Universitas Negeri Padang.

To develop a good material, materials developer needs to evaluate the previous materials being used by using the criteria of good materials. This study aims to evaluate the critical reading materials at English Language Department of Universitas Negeri Padang based on Cunningsworth checklist. This research was a descriptive study using a quantitative approach with the instrument of data collection technique using a questionnaire. The respondents in this study were four lecturers of English Language Department of Universitas Negeri Padang who had ever experienced in teaching critical reading course. They were given 50 questions to evaluate the teaching materials in critical reading course. The results showed that Aims and Approaches was categorized as “Fair” (64%), Design and Organization was categorized as “Sufficient” (59%), Language Content was categorized as “Fair” (72%), Skills was categorized as “Fair” (71%), Topics was categorized as “Fair” (63%), Methodology was categorized as “Sufficient” (58%), and Practical Considerations was categorized as “Fair” (60%). Overall, the quality of this material was categorized as “Fair” with the total was 64%. It still needs improvements in several aspects for example: The coverage of the materials based on what is needed, the usage of different teaching and learning styles, the made up components of materials package, the organization of the materials (according to the structures, functions, topics, and skills).

Key Words: *Materials Evaluation, Critical Reading, Teaching Materials.*

ABSTRACT

Sukmana (2021). *An Evaluation of Critical Reading Materials at English Language Department of Universitas Negeri Padang*. Skripsi. Padang: Jurusan Bahasa dan Sastra Inggris, Fakultas Bahasa dan Seni. Universitas Negeri Padang.

Dalam mpngembangan materi yang baik, pembuat materi ajar perlu mengevaluasi materi sebelumnya yang digunakan dengan berlandaskan kriteria materi ajar yang baik. Penelitian ini bertujuan untuk mengevaluasi materi ajar di mata kuliah *Critical Reading* di Jurusan Bahasa dan Sastra Inggris Universitas Negeri Padang berdasarkan teori dari *Cunningsworth*. Penelitian ini merupakan penelitian deskriptif dengan menggunakan pendekatan kuantitatif dengan instrument yang digunakan adalah kuesioner. Responden dalam penelitian ini adalah empat orang dosen Jurusan Bahasa Inggris Universitas Negeri Padang yang pernah berpengalaman mengajar di mata kuliah *Critical Reading*. Mereka diberi 50 pertanyaan untuk mengevaluasi bahan ajar dalam mata kuliah *Critical Reading*. Hasil penelitian menunjukkan bahwa Tujuan dan Pendekatan dikategorikan “Layak” (64%), Desain dan Organisasi dikategorikan “Cukup” (59%), Isi Bahasa dikategorikan “Layak” (72%), Keterampilan dikategorikan “Layak” (71%), Topik dikategorikan “Layak” (63%), Metodologi dikategorikan “Cukup” (58%), dan Pertimbangan Praktis dikategorikan “Layak” (60%). Secara keseluruhan, materi ini dikategorikan “Layak” dengan total 64%. Namun, masih perlu perbaikan dalam beberapa aspek antara lain: cakupan materi berdasarkan apa yang dibutuhkan, penggunaan gaya belajar mengajar yang berbeda, komponen paket materi yang dibuat, organisasi materi (sesuai dengan struktur, fungsi , topik, dan keterampilan).

Kata Kunci: *Evaluai Materi Ajar, Critical Reading, Materi Ajar.*

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In the name of Allah, the Most Gracious and the Most Merciful

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CHAPTER I INTRODUCTION

This chapter presents some aspects related to this research. They are a background of the research problem, identification of the research problem, limitation of the research problem, formulation of the research problem, research question, the purpose of the research, significance of the research, definition of the key term.

A. Background of the Problem

Teaching materials is intended to facilitate learners to comprehend the text. It should help learners to be more analytical when they engage themselves in any reading activity. Good teaching material should expose the learners through written and spoken texts to the real use of English to involve them affectively and cognitively. It effectively helps learners for noticing the features of the authentic language as they are showed to help at ease and quicken language acquisition (Tomlinson, 2008).

Materials are made by the materials developers and it needs an evaluation to improve its quality. Materials evaluation has been defined by Tomlinson (2003, p. 15) as "a procedure that involves measuring the value (or potential value) of a set of learning materials". An evaluation tremendously focuses on the needs of the users of the materials and makes subjective judgments about their effects (Tomlinson, 2003). An evaluation might include some questions such as 'Do the reading texts sufficiently engage learners?' which elicit responses containing a necessarily subjective value judgment.

According to Cunningsworth (1995), materials evaluation is a complex matter, for there are many variables that influence the success or failure of coursebooks when

they are in use. So, according to him, in evaluating teaching materials, it is essential to limit the number of aspects used, the number of questions asked or the statement given, to a manageable proportion. That is why the researcher limited only seven aspects to be evaluated namely language content, language skills, and topics. The researcher views that those aspects occur frequently in the learning and teaching process. In other words, those are the main aspects of the teaching and learning process. Materials evaluation would involve the careful selection of materials examining whether they reflect the needs of the learners, the aims, methods, and values of a specific teaching program (Cunningsworth, 1995). Through material evaluation, lecturers know the content of the material, its strengths, and weaknesses which will facilitate them to adapt it to suit the course aims, learners' needs, and lecturers' beliefs. Moreover, Cunningsworth (1995) and Ellis (1997) stated that material evaluation helps lecturers move beyond impressionistic assessments and it helps them to acquire useful, accurate, systematic, and contextual insights into the overall nature of materials.

Cunningsworth (1995: 15-17) mentioned four criteria of materials evaluation. Those criteria become a guideline for developing a checklist for materials evaluation. They include corresponding to the learners' needs, reflecting the present and future of language, facilitating learning in various ways, and having a clear role as a support for learning. Cunningsworth (1995: 3) also proposed the most important general criteria for evaluation and selection purposes that are called a basic quick-reference checklist. It covers some aspects. They are aims and approaches, design and organization, language content, skills, topics, methodology, lecturers' books, and practical considerations.

Materials in Critical Reading course in several points have met the criteria proposed by some experts. The materials for vocabulary teaching are adequate in terms

of quality and range of vocabulary in this material. The language used in the material is sufficiently authentic. The materials include reading skills (scanning and skimming) into usage. Then, the whole package cost good value for money. However, this material also has several weaknesses. First, the materials are still in several pieces of paper copied from other resources of reading. Next, there are no specific materials available for this class and sometimes overlapped with *advanced reading class*. Then, from the interview with some reading lecturers, it is found that this material is very monotonous and boring to be learned by the learners because the materials are not varied, authentic, and also lack interesting activities put into practice.

There have been studies on this topic. Rahmawati (2003), Karamoozian & Riazi (2008), and Latif (2015). These researchers discussed about the reasons for adapting and evaluating ELT materials and the steps of doing it. They explained the quality features of several available materials evaluation checklists proposed by researchers and professionals. The factors influence students in making decisions to enter the field of work as a university profession. And also, described the method being used to evaluate materials.

In addition, studies conducted by Kirkgöz (2009), Angulo and Miranda (2014), Handayani et al. (2018) and Hanifa (2018), Uddin (2021), and Alenezi (2019). These studies evaluated materials in primary and secondary school by using the criteria proposed by experts. They tried to find the strengths and the weakness of the materials. Then, it will be easier for the materials developers to develop new materials which are appropriate to the good criteria proposed by experts.

Alamri (2008) employed a survey questionnaire of lecturers and administrators to evaluate the English materials used with a group of young Saudi learners. Both

Murdoch (2000) and Atkins (2001) used McDonough and Shaw's (2003) coursebook evaluation model to evaluate materials used in Korean and Japanese secondary school contexts respectively. Litz (2005) employed student and teacher evaluation survey questionnaires to evaluate a coursebook used in a Korean university. In all cases, a checklist-based system was used, with some modifications required to make the evaluation more suitable for each researcher's aims and context.

The previous studies above focused on evaluating the materials for all levels of school like primary, secondary, and tertiary school, and some of however none research which evaluates Critical Reading Materials in Critical Reading Course at University Level. Therefore, the researcher needed to find out the evaluation of Critical Reading Materials with the research entitled *"An Evaluation of Critical Reading Materials at English Language Department of Universitas Negeri Padang"*.

B. Identification of the Problem

According to the background of the problem, some issues can be investigated to evaluate the Critical Reading Materials. The first, problem is related to the appropriateness of the Materials for Critical Reading Course at the English Language Department of UNP. The next problem is related to the source of the materials of the Critical Reading Course at the English Language Department of UNP. The last, the researcher can analyze the problem faced by lecturers during the teaching-learning process.

From the problem found above, the researcher wants to investigate more about the appropriateness of the Materials of Critical Reading Course at the English Language Department of UNP.

C. Limitation of the Problem

Based on the identification of the problem above, the researcher limits the study to evaluate the learning materials of the Critical Reading Course at the English Department of UNP. The researcher selects only a Critical Reading Course, even though there will be several classes.

D. Formulation of the Problem

The research problem can be formulated into: “Are the materials of Critical Reading Course at English Department of UNP appropriate with the Good Criteria?”

E. Research Questions

From the limitation of the problems above, the researcher limits his research only on the learning material aspect. As guidance, he formulates the research questions as follows.

1. Are the aims and approaches of the materials in the Critical Reading Course at the English Department of UNP appropriate to the criterion of the good materials?
2. Are the design and organization of the materials in the Critical Reading Course at the English Department of UNP appropriate to the criterion of the good materials?
3. Is the language content of the materials in the Critical Reading Course at the English Department of UNP appropriate to the criterion of the good materials?
4. Are the skills of the materials in the Critical Reading Course at the English Department of UNP appropriate to the criterion of the good materials?
5. Are the topics of the materials in the Critical Reading Course at the English Department of UNP appropriate to the criterion of the good materials?
6. Is the methodology of the materials in the Critical Reading Course at the English Department of UNP appropriate to the criterion of the good materials?

7. Are the practical considerations of the materials in the Critical Reading Course at the English Department of UNP appropriate to the criterion of the good materials?

F. Purpose of the Research

The purpose of the research is to evaluate the learning materials in English Critical Reading Course in the English Department of UNP. Specifically, the purposes of this research are:

1. To know whether the aims and approaches of the materials in the Critical Reading Course at the English Department of UNP are appropriate to the criterion of the good materials.
2. To know whether the design and organization of the materials in the Critical Reading Course at the English Department of UNP are appropriate to the criterion of the good materials.
3. To know whether the language content of the materials in the Critical Reading Course at the English Department of UNP is appropriate to the criterion of the good materials.
4. To know whether the skills of the materials in the Critical Reading Course at the English Department of UNP are appropriate to the criterion of the good materials.
5. To know whether the topics of the materials in the Critical Reading Course at the English Department of UNP are appropriate to the criterion of the good materials.
6. To know whether the methodology of the materials in the Critical Reading Course at the English Department of UNP is appropriate to the criterion of the good materials.

7. To know whether the practical considerations of the materials in the Critical Reading Course at the English Department of UNP are appropriate to the criterion of the good materials.

G. Significance of the Study

This research is very useful to be done for it can be the evaluation to improve the quality of the materials in Critical Reading Course in English Department of UNP. The result of this study is meant to contribute both theoretically and practically. Theoretically, this study gives the guideline to develop an appropriate material of the Critical Reading Course. Practically, this research contributes to the lecturers developing the appropriate materials for the learners. Especially for lecturers of the Critical Reading Course, this study helps to improve the quality of the materials for the teaching-learning process in critical reading course based on the appropriate criteria of the good materials. For learners being enrolled in the English Critical Reading Course, they get the appropriate materials. Last, for the next researcher, this research becomes the basic information for further research.

H. Definition of the Key Terms

For the clarity of terms related to the research development, the definitions are given below.

1. Teaching Materials are the adapted and adopted materials from the materials and the internet used to deliver instruction to support learners' learning in the Critical Reading Course in the English Department of UNP.
2. Critical reading is one of the reading subjects in the English Department of UNP aiming to stimulate learners' ability in doing an in-depth analysis of the text being read.
3. Materials Evaluation is a procedure that involves measuring the value (or potential value) of a set of Critical Reading learning materials.