

**TEACHERS' PERCEPTION ON READING MATERIALS IN STUDENTS'
ENGLISH TEXTBOOK FOR SENIOR HIGH SCHOOL GRADE XI
SEMESTER I AT SMAN 7 AND SMAN 10 PADANG**

THESIS



By

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***This thesis is submitted as a partial fulfillment of the requirements
to obtain a degree in Master of Education***

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ABSTRAK

Afersa, Mona. 2016. Persepsi Guru terhadap Materi Membaca pada Buku Teks Bahasa Inggris Pegangan Siswa Kelas XI Semester I di SMA N 7 dan SMAN 10 Padang. Tesis. Program Pascasarjana Universitas Negeri Padang.

Persepsi guru terhadap materi ajar merupakan hal yang sangat penting karena dapat memberikan informasi terhadap materi ajar yang digunakan dalam pengajaran. Salah satu sumber utama materi ajar yang digunakan oleh guru adalah buku teks. Penelitian ini bertujuan untuk menganalisa materi membaca dalam buku teks bahasa Inggris kelas XI semester I terutama dalam aspek tujuan, teks, dan tugas dilihat dari persepsi guru dan peneliti. Sumber data dalam penelitian ini ada dua jenis. Pertama, ceklis analisa materi membaca dalam buku teks pegangan siswa kelas XI semester I dari tiga orang analis; 2 orang guru bahasa Inggris dari dua sekolah yang memakai buku bahasa Inggris kurikulum 2013 dan peneliti. Ceklis terdiri dari tiga indikator materi membaca; tujuan, teks, dan tugas. Kedua, wawancara dari guru sebagai data pendukung untuk melihat persepsi guru terhadap materi membaca di buku pegangan siswa tersebut dilihat dari segi kelebihan dan kelemahan pada ketiga aspek membaca tersebut. Setelah semua data dikumpulkan, analisis data dilakukan berdasarkan ketiga indikator tersebut. Berdasarkan hasil analisis data, ditemukan tiga temuan. Pertama, materi membaca dalam buku teks tersebut sudah memenuhi kriteria yang bagus dalam aspek tujuan dari materi membaca. Kedua, materi membaca dalam buku teks tersebut memenuhi kriteria yang bagus dalam aspek teks terutama dari aspek *interest*, *authenticity*, *cultural background knowledge*, *layout*, *visual*, dan *value* tetapi tidak dalam aspek *lexical knowledge*. Ditemukan banyak kata sulit dan kalimat kompleks dalam teks. Ketiga, materi membaca dalam buku teks tersebut tidak memenuhi kriteria dalam aspek tugas. Ditemukan bahwa pertanyaan dalam tugas membaca tidak bervariasi atau monoton dan tidak mencakup keterampilan membaca yang dibutuhkan oleh siswa.

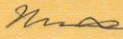
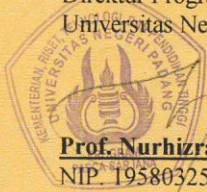
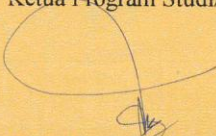
ABSTRACT

Afersa, Mona. 2016. Teachers' Perception on Reading Materials in Students' English Textbook for Senior High School Grade XI Semester I at SMAN 7 and SMAN 10 Padang. Thesis. Graduate Program. State University of Padang.

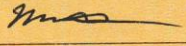
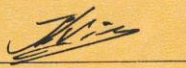
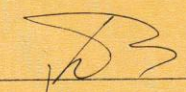
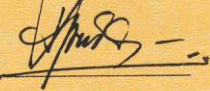
Teachers' perception on the reading materials is essential because it gives valuable input about teaching materials used in the teaching learning process. The main source of teaching materials comes from textbook. This research analyzes reading materials in students' English textbook of 2013 curriculum for grade XI semester I. The purpose of this research is to describe how are the reading materials in the aspects of aims, texts, and tasks viewed from the teachers' and the researcher's perception. Source of the data in this research is divided into two. First is the analysis checklist of reading materials in the students' English textbook of 2013 curriculum for grade XI semester I filled by three analysts. Two of the analysts are the English teachers at different schools that implement 2013 curriculum while the other one is the researcher herself. The checklist includes three indicators of reading material that are aims, texts, and tasks of the reading material. Second is the interview gotten from the teacher who is also one of the analysts in order get more data about the teacher's perception on the reading material especially about the strength and weakness of each indicators. After the two data were collected, the data were analyzed based on the three indicators. In accordance to the data analysis, there are three findings found. First, aims of the reading material fulfill the good criteria of reading aim. Second, text of the reading material fulfill good criteria of reading text in the aspect of interest, authenticity, cultural background knowledge, layout, visual, and value. However, in the aspect of lexical knowledge, the texts provide many unfamiliar words and many complex sentences. Third, task of the reading material do not fulfill the good criteria of reading task. The questions in the task are monotonous and do not cover reading skills that are needed by the students.

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The Writer

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CHAPTER I

INTRODUCTION

A. Background of the Problem

English teacher's perception on the teaching material used in teaching learning process is essential in order to determine the level and degree of its usage. As Barcelos, 2000; Pedersen & Liu, 2003; Yu, 2004 state that exploring teachers' perception is important because it influences their practice, judgment, and decision making processes. In other words, knowing the teachers' perception especially on the teaching materials is important since it gives valuable information about the material being used and it influences the teachers in choosing the materials used in teaching learning process.

Teaching materials are anything that is used to teach learners. Tomlinson in Tomlinson (2013) defines materials are anything which can be used to facilitate the learning of a language. They can be linguistic, visual, auditory or kinesthetic and they can be presented in print, through live performance or display, or on cassette, CD-ROM, DVD or the internet. Moreover, Richard (2001) adds that most materials are included in instructional materials as the basis of the language input and practice for students which occur in the classroom. Thus, materials are anything to teach learners and facilitate the learning process. They also give much input and practice for students.

English teaching materials used by the teachers come from many sources. However, the main source used by the teachers is the teaching materials from textbook. Moreover, the textbook used by the English teachers right now is

English textbook published by the Minister of Education and Culture. The textbook is used at some schools that were chosen by the government. The schools are named as pilot project schools of 2013 curriculum and it is followed by the use of textbook for each subject including English. There are forty schools pointed by the government as the Pilot Schools of 2013 curriculum in this city (Padang). They are 23 for Elementary School, 6 for Junior High School, 8 for Senior High School, and 3 for vocational school. In addition, the eight pilot senior high schools are *SMAN 1, 2, 3, 4, 7, 10, Semen Padang, and Don Bosco*. The teachers in those schools are asked to use the textbook in the teaching learning process. The textbook provides the teaching materials that cover the four English skills that are listening, speaking, reading, and writing as well as grammar and vocabulary.

One of the important skills for students in learning English is reading skill. Through reading, the students are able to use information in the text, to understand the sentences, utterances, paragraph, and apply their ideas into actual situation. They can also improve their knowledge by reading some books or textbooks related to their needs. Moreover, the students are often faced by reading materials. Based on informal observation done, it is proven that more than fifty percent materials which are found in the textbook, midterm test, final test or even National examination for senior high schools consist of reading materials. Due to the importance of reading skill, the reading materials should be the effective materials. The materials will influence the success of reading. Furthermore, reading materials should encourage students to get knowledge and be able to

understand many kinds of texts or others sources that are used in teaching reading skill.

However, based on preliminary data gotten from informal interview with some teachers whose schools use the textbook, the teachers seems that do not perceive the textbook well. They said that the materials especially the reading materials are not suitable with the students' level. Most of the texts in the textbook contain too many unfamiliar words that make the students difficult to understand the texts. Furthermore, the tasks also provide questions that the questions are dominated by Higher Order Thinking Skill (HOTS) questions. In other words, the teachers do not perceive the textbook especially the reading materials provided in the textbook well.

The teaching materials for reading skills in the textbook are divided into three aspects. They are pre-reading activity, reading activity, and post-reading activity. Those aspects cover the aims, texts, and tasks of reading material. The three aspects are related to each other in reading materials. They support each other. It is begun with understanding the purpose of reading, elicit prior knowledge, build background, and focus the students' attention about reading text that is going to be learned. Then, it is followed by the texts. At last is task that related to the text content. Therefore, in analyzing reading materials, the three aspects cannot be separated.

The textbook which is used by the pilot project schools of 2013 curriculum is named English textbook and it was designed by the experts chosen by the government. It is supposed that the textbook is good to be used. However, the

people who use the textbook are the teachers and the students. They are directly involved in the use of the textbook. Due to the textbook is asked be used to the schools that were pointed by the government to implement 2013 curriculum, knowing the perception of the teachers whose schools was pointed to implement 2013 is essential in order to get input to the curriculum especially to the reading materials in the textbook since there were found some problems in the reading materials.

In accordance to the explanation above, analyzing the reading materials especially based on the people who use the textbook that are the teachers is essential to be conducted. The teachers seem do not perceive the reading materials in the textbook well. Therefore, this research analyzes the reading materials in the students' English textbook for senior high school grade XI semester I based on the teachers' of SMAN 7 and SMAN 10 Padang perception also the researcher's perception. Since the problem was found in the reading texts and tasks of the textbook, those two aspects are analyzed in this research. Moreover, the reading aims also seen in this research because as stated before the three aspects in reading materials that are started from the aims, then texts, and the last is tasks are related to each other. Furthermore, the textbook also presented the reading materials in three aspects that are pre-reading activity, whilst-reading activity, and post-reading activity. The three aspects cover aims, texts, and tasks of reading.

B. Identification of the Problem

Teachers' perception on teaching materials used in the teaching learning process is essential. Moreover, the main source of teaching materials is from

textbook. The current textbook used by the English teachers is English textbook published by the Minister of Education and Culture. The textbook is used in some schools pointed by the government and named as pilot project schools of 2013 curriculum. For instance, for senior high schools, there are eight schools that are asked to implement the 2013 curriculum and followed by the use of the textbook. They are *SMAN 1, 2, 3, 4, 7, 10, Semen Padang, and Don Bosco*. Furthermore, the textbook provided teaching materials for the four English skills that are listening, speaking, reading, and writing as well as grammar and vocabulary.

However, based on preliminary data gotten from informal interview with some teachers whose schools use the textbook, the teachers seems that do not perceive the textbook well. They said that the materials especially the reading materials are not suitable with the students' level. Most of the texts in the textbook contain too many unfamiliar words that make the students difficult to understand the texts. Furthermore, the tasks also provide questions that the questions are dominated by Higher Order Thinking Skill (HOTS) questions. In other words, the teachers do not perceive the textbook especially the reading materials provided in the textbook well.

The textbook which is used by the pilot project schools of 2013 curriculum is named English textbook and it was designed by the experts chosen by the government. It is supposed that the textbook is good to be used. However, the people who use the textbook are the teachers and the students. They are directly involved in the use of the textbook. Due to the textbook is asked be used to the schools that were pointed by the government to implement 2013 curriculum,

knowing the perception of the teachers whose schools was pointed to implement 2013 is essential in order to get input to the curriculum especially to the reading materials in the textbook

Furthermore, there were found some problems in the reading materials especially in the aspect of texts and tasks. The two aspects are analyzed in this research. Moreover, the reading aims also seen in this research because as stated before the three aspects in reading materials that are started from the aims, then texts and the last is tasks are related to each other. Furthermore, the textbook also presented the reading materials in three aspects that are pre-reading activity, whilst-reading activity, and post-reading activity. The three aspects cover aims, texts, and tasks of reading. Therefore, the reading materials are analyzed based on the three aspects viewed from the teachers' of SMAN 7 and SMAN 10 Padang perception and the researcher's perception.

C. Limitation of the Problem

Based on the problems stated above, this research is limited on teachers' perception on reading materials in students' English textbook for senior high school grade XI semester I at SMAN 7 and SMAN 10 Padang. Furthermore, the teachers' perceptions are seen from three aspects that are aims, texts, and tasks of the reading materials.

D. Formulation of the Problem

The problem of this research is formulated as follow: "How are the teachers' perceptions on reading materials in students' English textbook for senior

high school grade XI semester I at SMAN 7 and SMAN 10 Padang in terms of aims, texts, and tasks”.

E. Research Question

In accordance to the formulation of the problem above, the problem of this research was elaborated into the following questions:

1. How are the aims of reading materials in students' English textbook for senior high school grade XI semester I based on the teachers' and the researcher's perception?
2. How are the texts of reading materials in students' English textbook for senior high school grade XI semester I based on the teachers' and the researcher's perception?
3. How are the tasks of reading materials in students' English textbook for senior high school grade XI semester I based on the teachers' and the researcher's perception?

F. Purpose of the Research

The purposes of this research are to describe:

1. The reading aims in students' English textbook for senior high school grade XI semester I based on the teachers' and the researcher's perception.
2. The reading texts in students' English textbook for senior high school grade XI semester I based on the teachers' and the researcher's perception.

3. The reading tasks in students' English textbook for senior high school grade XI semester I based on the teachers' and the researcher's perception.

G. Significance of the Research

This research is expected to give theoretical and practical valuable significance. Theoretically, it is expected that the result of this research can enrich the theories of reading materials analysis based the teachers' and the researcher's perception on reading materials in the textbook. Then, practically, it is expected that this research can give contribution or input for the government about the reading materials in the students' English textbook of 2013 curriculum especially for grade XI semester I viewed from the teachers' perception and the researcher's perception especially in the aspect of aims, texts, and tasks of the reading materials. The finding of this research is expected to give contribution for further development of the teaching materials especially for reading materials in the students' English textbook for senior high school grade XI semester I as the consideration for further improvement.

H. Definition of the Key Terms

There are some key terms found on the topic of this research and the definition is put in order to avoid misunderstanding. The key terms are as follow:

1. Materials Analysis is measuring the value (potential value) of a set of learning materials.

2. Reading Materials are sources for teaching and learning reading skill which are provided in the students' English textbook for senior high school grade XI semester I.
3. Students' English textbook is an English textbook which is published by the Minister of Education and Culture Based on 2013 curriculum and implemented in the pilot schools; for example at SMAN 7 Padang and SMAN 10 Padang.
4. Teachers' Perception is the English teachers' opinion or point of view about reading materials in students' book of 2013 curriculum for senior high school grade XI semester I.

CHAPTER V

CONCLUSION, IMPLICATION, AND SUGGESTION

A. Conclusion

Based on the findings and discussion above there are three conclusions that can be drawn in this research. They are as follows;

1. The reading aims in the students' English textbook have fulfilled good criteria of a good reading aims. The reading materials are already stated the reading aims and there is also connection between material being taught, the reason for teaching it, and gains students could make.
2. The reading texts in students' English textbook have fulfilled the good criteria. The aspects are interest, authenticity, cultural background knowledge, text layout, text visual, and values. On the other hand, the lexical knowledge in the reading text is not suitable with the students' level. There are too many unfamiliar word found in each reading text. Then, some of the sentences are included into complex sentences that are not suitable with the students' level especially for the second grade of senior high school students.
3. The reading tasks in the students' English textbook do not provide variety of questions in the tasks. The same kinds of questions were repeated in all chapters. The task included question that are used to know the students' comprehension of the text. The questions in the task also covered several reading skills. However, there was not any question that reflected

guessing meaning from the context whereas that reading skill is often appears in the examination.

B. Implication

In accordance to the conclusions stated above, there are some implications that can be drawn in this research. It is implied that two of three aspects that were analyzed in reading materials of the students' English textbook based on the teachers' and researcher's perception fulfill the criteria of suitable reading materials in terms of reading aims. Moreover, all aspects in analyzing the reading text also fulfill good criteria except the aspect of lexical knowledge. On the other hand, the aspects of reading tasks do not fulfill the criteria of suitable reading tasks for senior high school students especially for grade XI semester I.

C. Suggestion

Based on the findings of the research, there are some useful suggestions that can be considered. They are as follows;

1. It is suggested that the reading materials in students' English textbook of 2013 curriculum for grade XI semester I need some improvement especially in the aspect of tasks. The questions in the reading exercises need to be added with others kinds of questions that represented or coverage the reading skills needed by the students. Therefore, it will be useful for the students and does not make the students bored to do the task. Moreover, the reading texts especially in the aspect of lexical knowledge. It is suggested that to consider the amount of difficult words

and also complex sentences that are included in the text. New words and complex sentences found in the text can enlarge the students' knowledge but the amount of the new words should be suitable with the students' level in order to keep the students' motivation in reading.

2. It is suggested that the teachers' perceptions can be used as the valuable input for the improvement of the materials especially reading materials in the textbook.
3. It is suggested for the Minister of Education and Culture to improve the students' English textbook especially in the aspect of task.

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