

AN ANALYSIS OF READING TEXTS IN ENGLISH TEXTBOOK BASED ON TEACHERS' PERCEPTION

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Abstract

This research aims to analyze reading texts in English textbooks based on teachers' perceptions. This research data were the reading texts in the student's English textbook of the 2013 curriculum for grade XI semester I. The Source of the data in this research was divided into two. First is the analysis checklist of reading texts in the students' English textbook of the 2013 curriculum for grade XI semester three analysts filled me. Two analysts are the English teachers at different schools that implement the 2013 curriculum, while the other is the researcher herself. Second is the interview with the teacher, who is also one of the analysts, to get more data about the teacher's perception of the reading texts, especially about the strength and weaknesses of the indicator. After the researcher collected and analyzed two pieces of data, she found in this research that reading texts fulfills the good criteria of reading text in terms of interest, authenticity, cultural background knowledge, text layout, text visuals, and values. On the other hand, the lexical knowledge in the reading text is not suitable for the students' level. There are many unfamiliar words found in each reading text. Then, some of the sentences are included in complex sentences that are not suitable for the students' level, especially for the second grade of senior high school students.

Keywords teachers' perception, reading text, students' English textbook.

Introduction

Teaching materials are anything that is used to teach learners. Tomlinson in Tomlinson (2013) defines materials as anything that can be used to facilitate learning 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 in the classroom. Thus, materials are anything to teach learners and facilitate the learning process. They also give much input and training to 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 a textbook. Moreover, the textbook used by the English teachers right now is an English textbook published by the Minister of Education and Culture. The textbook provides the teaching materials covering the four English skills: listening, speaking, reading, writing, and grammar and vocabulary. The textbook is used at some schools that the government chose. The schools are named pilot project schools of the 2013 curriculum, and it is followed by the use of textbooks for each subject, including English. The government points to forty schools 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. One of the important skills for students in learning English is reading skills. Through reading, the students can use information in the text, understand the sentences, utterances, and

paragraphs, and apply their ideas to actual situations. They can also improve their knowledge by reading some books or textbooks related to their needs. Moreover, the students are often faced with reading materials. Based on informal observation done, it is proven that more than fifty percent of materials found in the textbook, midterm tests, final tests or even National examinations for senior high schools consist of reading materials. Due to the importance of reading skills, the reading materials should be effective. The materials will influence the success of reading. Furthermore, reading materials should encourage students to gain knowledge and understand many kinds of texts or other sources used in teaching reading skills.

To the explanation above, analyzing the reading texts, especially based on the people who use the textbook, the teachers, is essential. The teachers do not perceive the reading texts in the textbook well. Therefore, this research analyzes the reading texts in the students' English textbooks for senior high school grade XI semester I based on the teachers' SMAN 7 and SMAN 10 Padang perceptions and also the researcher's perception. Since the researcher found the problem in the reading texts, this aspect is analyzed in this research. The reading texts are analyzed based on seven indicators that are interesting, lexical knowledge, authenticity, cultural background knowledge, text layout, text visual, and text value.

Literature Review

1. Reading Material

Materials are the essential elements in the teaching-learning process because they are a vehicle to run it. They provide the lesson's topic and include teaching techniques and exercises even though they can be explored in learning activities to reach the goal of learning. As Brown (1995) defines that material is any systematic description of the techniques and exercises used in classroom teaching. In other words, materials provide procedures and practices used in the teaching-learning process.

The researcher can make the teaching-learning process to be meaningful; the materials must encourage students to be actively involved in the teaching-learning process. The materials must be effective materials for the students. They should bring the students to reach the goal of learning. Moreover, there are several characteristics of effective materials proposed by some experts. First, Littlejohn and Windeatt (1989) argue that materials have a hidden curriculum that includes attitudes toward knowledge, teaching and learning, attitudes toward the role and relationship of the teacher and student, and values and attitudes related to gender, society, etc. It means that materials used in the teaching-learning process should have many relationships with others. The main element is the attitude related to knowledge, teaching, learning, role, the relationship of teacher and students, gender, and society. Therefore, teaching material covers many aspects of students' real life.

2. Criteria in Analyzing Reading Material

The following criteria are the criteria for analyzing the reading material used in this research. The criteria are adapted from the criteria of material analysis offered by some experts stated above. Moreover, this research focuses on evaluating reading materials in the aspects of reading texts.

Texts of the Reading Materials

A text should have characteristics appropriate for students, as Krashen and Terrell (1983) propose two criteria for a reader to be suitable for students. First, it must be at end appropriate level of difficulty. Second, it must be interesting for the students. It means that a text given to students must be suitable to their level. Text for junior high school students should have a different difficulty level than text for senior high school students. In addition, text for grade X of senior high school students should also have a different difficulty level from the textbook for grades XI

and XII of senior high school students. Besides being appropriate to the students' group, a text given to students has to be interesting for students. In other words, the text should be interesting for students to make the students get involved in learning, for instance, by choosing the topic of the text that is popular to the students.

Furthermore, by the level of difficulty, Krashen and Terrell (1983) add that the complexity of a text can be seen from three sources. The first is from the vocabulary. They state that too many unfamiliar words in a text will influence comprehension. It means that the language in a text should also be based on students' level. The second is from syntax. They argue that it is difficult to determine how much unfamiliar syntax can be tolerated. In other words, long sentences, especially with embedded clauses, are more difficult to be comprehended. And third is from semantics. They define that difficulty in semantics can arise from two sources. The first source is the degree of familiarity readers have with the topic. And the second source is the inherent complexity of the topic discussed in the text. It can be said that familiarity with the topic of a text facilitates comprehension. Furthermore, a text that discusses economics will be more demanding than a text that describes a trip. Therefore, appropriate texts for reading materials must not be so cognitively demanding that the complexity of the topic influences the process of comprehension.

In summary, the theories explained by Krashen and Terrell (1983:134) and Niedehauser (1997:9) have the same ideas as the theory proposed by Ali (2013). One of the Criteria of appropriate texts for students stated by Krashen and Terrell is also explained by Ali in his theory. Krashen and Terrell say that students' interest in the text content should be considered in deciding on appropriate reading text for students. In line with Krashen and Terrell's theory, Ali states that one of the criteria in choosing a good text for students is interest. In other words, the text should be interesting for students. At the same time, Niederhauser explains that connecting students' background knowledge with the topic motivates students to be actively involved in classroom discussions. Ali also states that cultural background knowledge is essential in choosing a good text for students. Therefore, the three theories above discuss the same ideas in choosing an appropriate or a good reading text for students. But, the theory proposed by Ali (2013) is more detailed and has more criteria for selecting a good reading text for students. Thus, the requirements from Ali will be used in this research to evaluate the reading text found in English students' book of 2013 curriculum grade XI semester I.

1. Interest

Interesting text is an important factor in deciding texts given to students. An interesting text influences students' motivation in reading. Jordan (1997:145) and Williams (1986:42) state that interest is vital because it increases reason, which is a significant factor in developing reading speed and fluency. In other words, if the reading text is interesting for the students, it might influence students' motivation to read and affect the learning outcome in reading or the aims of the assignment.

Motivation to read a text which is interesting for students is related to students' understanding of the text being read. As Savage and Mooney (1979:31) argue that

"If we are truly interested in what we are reading, we will likely comprehend it better than if we could not care about the topic. Interest and motivation is an important factor in determining how hard readers will work at trying to understand what they read".

2. Authenticity

The authenticity of a text is essential in deciding on a text given to the students. There are many definitions of authenticity proposed by many experts. Some of them are discussed in this research.

A text is usually textually authentic if not written for teaching purposes but a real-life communicative purpose. The writer has a specific message to pass on to the reader (Lee, 1995:324). She adds that authentic texts are often regarded as interesting material because they can be up-to-date and related to everyday issues and activities. The problems and activities are discussed in the text, written for a real-life purpose. Thus, the authenticity of a text can be determined through the up-to-date text.

3. Cultural Background Knowledge

Culture is defined as the way people live. Brown (1994:163) argues that culture is the context we exist, think, feel and relate to others. It is the "glue" that binds a group of people together. It can be said that culture guides people's behavior in the community. It governs our behavior in groups, makes us sensitive to status, and helps us know what others expect of us and what will happen if we do not live up to their expectations.

Background knowledge and knowledge that appears in a text influence reading comprehension. Pang et al. (2004:13) define reading comprehension as relating prior knowledge to new knowledge contained in written texts. Prior knowledge depends on lived experience. Children growing up in rural communities will have different experiences from urbanized and developed countries. Topics that are familiar in one culture may not be accepted in another.

In conclusion, considering students' cultural background knowledge in choosing the reading text given to the students is crucial. It can affect students' comprehension and appreciation of the text. In addition, the reading text given to students should consider students' cultural background knowledge even though new cultural knowledge can make students have broad comprehension.

4. Text Layout

Many factors affect the legibility of a reading text. Among those are font type (i.e., the particular style used by the printer), font size, the size of spaces between words, lines, and paragraphs, and color and reflective qualities of the paper (Lunzer and Gardner, 1979:76). In other words, those aspects also affect students' interest in reading a text.

By the theory above, Berardo (2006: 62-63) argues that it may seem to be a very superficial aspect, but the appearance of any article is the first thing that the students notices. An attractive-looking article is more likely to attract the reader's attention rather than a full of type.

The text layout is related to the font, color, and the space between words, lines, and paragraphs. Thus, reading text that has good organization attracts students' attention. And it is the first thing noticed by students.

5. Text Visual

Visual materials can enhance language learning. It means that material or text that provides a view, diagrams, charts, or models can catch students' interest in reading the text, and it also influences students' understanding of the text. Jahangard (2007) states that visual materials as the facilities that can enhance language learning in the classroom. In addition, Broughton et al. (1980:107) define a series of devices that may help foster a better understanding involving pictures, diagrams, charts, and models.

In line with the theory proposed by Jahangard above, Grellet (1981:7) defines the importance of visual and text layout in the following definition:

By starting and considering more extended units, the layout of the text, the accompanying photographs or diagrams, the number of paragraphs, etc. The students can be encouraged to anticipate what they are to find in the text. This is essential to develop their inference, anticipation, and deduction skills.

Text visual includes pictures, diagrams, charts, or models. At first, they can catch students' interest in reading. And then, they can help students to understand the text.

6. Text Values

The goals of teaching and learning focus not only on cognitive but also on skills and attitude. Values are related to belief. According to Hill (2001), values are learned, not inherited. Therefore, she adds that education performs a fundamental role as one of the factors that shape values. In other words, education is one of the ways to shape values. Therefore, teaching materials, including reading text, should be prepared to form students' attitudes through reading text that contains values (moral or social values).

In addition, skill, knowledge, and attitude become the focus of education nowadays. Richards (2001:2) states that curriculum development focuses on determining knowledge, skills, and values. It can be said that education should promote knowledge, skill, and attitude.

The researcher can conclude that values should be included in reading texts given to students by the theory above. It is used to shape students' attitudes or behavior. As stated above, the goals of teaching and learning nowadays are not only focused on cognitive or knowledge only but also on skills and attitudes. Because of that reason, teaching materials, including reading texts, have to contain values; moral and social values.

Research Method

The type of this research was descriptive research. This research data were the reading texts in the student's English textbook of the 2013 curriculum for grade XI semester I. The data sources in this research were the analysis checklist from the teachers. The researcher herself and the information from an interview were gathered from the teacher.

Results and Discussion

The data of reading texts in students' book of 2013 curriculum grade XI semester I were collected through an analysis checklist filled by two analysts who are English teachers at SMAN 7 Padang and SMAN 10 Padang. The other is the researcher herself. In addition, there were seven aspects in analyzing the reading texts in this research. They were interest, lexical knowledge, authenticity, cultural background knowledge, text layout, text visual, and text value. The analyses of each aspect were shown through tables representing the analysis from the three analysts.

Furthermore, they were arranged from chapter 1 (C1) until chapter 5 (C5). The checklist marks (√) indicate that the analysts found the aspects of the indicators already suitable with the criteria of good reading texts. The dash mark (-) indicates the unsuitability of the elements of the reading texts in the students' book. The summary of reading texts in students' English textbooks for Senior High School grade XI semester I based on the teachers' and the researcher's perceptions was presented in the following table;

The Summary of Reading Texts in Students' English Textbook for Senior High School Grade XI Semester I Based on the Teachers' and the Researcher's Perception

Indicators	C 1			C 2			C3			C4			C 5		
	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Interest	√	√	√	√	√	√	√	-	-	√	√	√	√	-	√
Lexical knowledge	-	-	√	√	√	√	√	-	-	-	-	√	-	√	√
Authenticity	√	√	√	√	-	√	√	√	√	√	√	√	√	√	√
Cultural Background Knowledge	-	√	√	√	√	√	√	√	√	-	-	-	√	-	-
Text Layout	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
Text Visual	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
Text Values	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√

Based on the table above, it can be summarized that, in general, the reading texts are engaging in each chapter. Only one chapter found by the two analysts is not exciting text. Moreover, the linguistic knowledge in chapters 1, 3, and 4 was unsuitable for the students' level. While in the other chapters, linguistic knowledge is ideal for the student's level. Furthermore, most reading texts in each chapter are included in the authentic text. Then, most readers are based on the students' cultural background knowledge; except in chapter 4, the analysts argued that the text is not based on the students' cultural background. Finally, the text layout, text visual, and text values in each chapter fulfill good criteria of text layout, text visual, and text values.

The teacher's perception of reading texts in the students' book of the 2013 curriculum was also taken from an interview. The data from the interview in the aspect of the reading texts were shown in the following interview transcript.

Translation of data interview 1:

R: *If it is looked at from the text aspect, what do you think about the strengths of the reading texts found in the book, mam?*

T: *from the text aspect?*

R: *yes mam*

T: *The first thing is the physical appearance; it is better than before. Today, the text is completed with the representative picture. Through the image, the students can guess, ask or analyze what will be discussed in the text. Therefore, the picture helps students to activate the students' critical thinking. Moreover, the reading texts found in the book can motivate students to read because, in my opinion, most of the texts are authentic texts, and most of the text topics are related to the case that happened in the students' real life. Thus, the students are familiar with the topic in general. So, it can be assumed that the students have background knowledge about the topic that will be learned. The last is the texts already provided moral values. It offered specific characters in it. It matched with one of the assessment criteria, which is effective.*

Based on the interview above, it can be inferred that the teacher argued that the reading texts in the students' book of the 2013 curriculum, especially for grade XI semester 1, have three strengths. The first is the physical appearance is better than the old one. Every text provides a representative picture. Second, most of the texts are authentic texts. They can motivate students to read and interesting for students since the topic of the text is related to the students' real life. Finally, the text provides moral values in it. So, it can build the students' character has been one of the assessment criteria, and the focus of the 2013 curriculum is making the students' character.

In addition, besides the strength, the weaknesses of the texts are also found by the teachers. The weaknesses of the reading texts book based on the teacher can be seen from the interview below:

Translation of data interview 2:

R: From the weaknesses side, did you find the weaknesses of the texts, mam?

T: yes

R: what are they, mam?

T: first is from the vocabulary. Most of the languages used in the text are difficult. It might depend on the text types. Second, even though the text is suitable for the students' real life, the topic is complex or is not ideal for the students' level. For instance, in the text about politics found in one chapter of the book and a text about the letter to God, the students will think about what kind of text is. The vocabulary in such text types is complex, and the students are not familiar with the language. But, it depends on the teacher to teach whether to modify the text or give the students essential vocabulary found in the text. Next is grammar. Some of them are difficult for the students. But, it depends on the students. Sometimes some students have basic English skills. So, for those students, it will not be difficult for them. But, for most students, it is difficult for them. Those are the weaknesses that I found in the book.

Based on the interview above, the researcher can understand that the teacher found that the reading texts provided in the book have some weaknesses. First, there were too many unfamiliar words found in the text. Then, the text topic sometimes is not suitable for the students' level. Even though most of the reading texts are authentic texts, the difficulty of the text is not ideal for the students' level. The last is that one of the difficulties of the text came from the grammar. The sentences in some texts contained too many complex sentences that were difficult to comprehend by the students.

Discussion

Based on the findings, the reading texts fulfill good text criteria, especially in the aspect of interest, authenticity, cultural background knowledge, text layout, text visual, and text values. On the other hand, in the element of lexical knowledge, the texts do not fulfill the suitable criteria. Interest means interesting texts that make students interested in reading them. Interest is vital because it increases motivation, which is a significant factor in the development of reading speed and fluency (Williams, 1986:42 and Jordan, 1997:145). It can be said that interesting reading texts raise the students' motivation in reading and also affect their reading speed and fluency. If the text is interesting, the students will smoothly and fluently read the text. On the other hand, the students will lose their motivation to read the text if it is not attractive.

According to the finding of the reading texts in the aspect of interest, the reading texts in the students' books are exciting. The topics of the texts in each chapter are based on the students' real life and give new information to the students. For example, the text about bullying provided in chapter 3 of the book is based on facts that happened in society, especially in school. It also directly gives new information to the students. Thus, the students will be interested in reading the text. As Al-Masri in Ali (2010:43) explains, providing the learners with content carrying exciting facts and information about various aspects of life is more likely to attract the learners' interest, especially if the content has unfamiliar information. Thus, text that provides new information and relates to the students' life will make students interested in reading the text.

The second aspect of analyzing the reading materials in terms of reading text is lexical knowledge. According to Tomohara (2014), lexical wisdom encompasses all the information known about words and their relationship. Every text consists of words, phrases, clauses, sentences, and paragraphs, and each of the components is related to the other. Thus, lexical knowledge is related to terms and semantic knowledge. In addition, this research limits evaluating the linguistic understanding of the text based on the word and the sentences. From the word, it is seen from the unfamiliar terms found in the text and whether the words have lexical meaning or not. While from the sentences, it is seen from the sentence difficulty whether it is suitable for the student's level.

By finding the reading text in the aspect of lexical knowledge, the reading texts have too many unfamiliar words, and the sentence difficulty is not suitable for the students' level. It will affect

the students' comprehension of the text. Determining the number of unfamiliar words in a text given to the students is essential. According to Hirst and Nation (1992), to read simplified fiction for pleasure, learners need about 5.000 words. This amounts to about 95-98% of lexical coverage. In other words, in a text, there should be no more than 2-5% unfamiliar words in it.

The next aspect in analyzing the reading materials in terms of reading text is authenticity. The authenticity of a text is essential in deciding on a text that will be given to the students. The authenticity of a text can be seen from some aspects. Lee (1995:324) defines that a text is usually regarded as textually authentic if it is not written for teaching purposes but a real-life communicative purpose. She adds that original texts are often considered interesting material because they can be up-to-date and related to everyday issues and activities. Moreover, Young (1980) argues that from students' point of view, the authentic text is a text which is interesting, motivating, and valuable with content that does not cause them culture shock or discomfort. It can be concluded an authentic text is a text that is used for real-life communicative purposes, up-to-date, related to everyday issues, and exciting and motivating for the students.

Reflecting on the finding of the reading text in the aspect of authenticity, the reading texts in the book are included in authentic texts. The two elements in deciding the authenticity of the text used in this research are that the text is up-to-date and realistic. Most of the reading texts in the book are up-to-date and practical. Moreover, the readers' topic is related to current societal issues, and the text comes from several sources like a magazine, kemendikbud, and other sources.

Cultural background knowledge is the next aspect in analyzing the reading text of the students' book of the 2013 curriculum. Culture is the context within which we exist, think, feel and relate to others. It means that culture is related to the way people live. Considering the cultural background knowledge of the students' is crucial since it will affect the students' comprehension and appreciation of the texts as Pang et al. (2004:13) propose that reading comprehension is about relating prior knowledge to new knowledge contained in written texts. They add that prior knowledge depends on lived experience. In other words, topics familiar in one culture may not be accepted in another. Students growing up in rural communities will have different experiences from urbanized and developed countries.

Based on the finding of the reading texts in the aspect of cultural background knowledge, the reading texts in the students' books are based on the students' cultural background knowledge. Three of them have read texts based on students' cultural background knowledge from the fifth chapter. At the same time, two chapters are judged not based on the students' cultural background knowledge which is chapters 4 and 5. The text title of chapter 4 is "Vanity and Pride." Moreover, chapter 5 provided a reading text titled "Letter to God." Those two kinds of texts were judged are not based on the students' cultural background knowledge since the text tells about a farmer who begs his God's help by making a letter to his God. While in our belief, whenever we need our God's help, it is done through praying.

The next aspect seen in analyzing the reading text of students' books is text layout. The layout of a text is essential. A text with a good design will attract students' attention to read the text. Lunzer and Gardner (1979:76) state that many factors affect the legibility of a reading text. Among those are font type (i.e., the particular style used by the printer), font size, spaces between words, lines, and paragraphs, color, and reflective qualities of paper. It can be said that evaluating the text layout can be seen from font type, font size, and the size of spaces between words, lines, and paragraphs. Furthermore, several aspects are used to evaluate the text layout in this research to see the text layout. They are the font size, the spaces between words, paragraphs, and the color.

Realizing the findings found based on the aspect of text layout, each text in the book has a good design. The texts use standard font sizes. The spaces between words, sentences, and paragraphs are organized in good arrangement. In addition, the text also has a different color for each text that can attract students' attention and motivates students to read. Berardo (2006:62-63) defines that it may seem to be a very superficial aspect, but the appearance of any article is the first thing the students' notice. An attractive-looking article is more likely to attract the reader's attention. It can be said that a text should have an excellent layout to catch the students' attention to read.

Moreover, the students' books already have a suitable text layout in each chapter. This can be one of the good sides that the book has. A good design is one aspect that will support the appearance of the text. Commonly, the text appearance is the first thing that the students notice. The last two aspects of analyzing the reading materials in reading texts is text visual. Text visual and text layout are two things that support the text's appearance. Text visuals can also help students understand the text. It is in line with Broughton et al. (1980:107). They define that a series of devices that may help foster better understanding involve the use of pictures, diagrams, charts, and models. In other words, the text visual can be in the form of images, graphs, charts, and models.

According to the finding in the aspect of text visual, all of the reading texts in each chapter already provided text visually. Most of the texts visual in each chapter are in the form of a picture. In chapter 1, the text provides two pictures in the text. In chapter 2, the text provided one picture in the text. In addition, in chapter 3, the text provided two pictures in the text. Then, in chapter 4, the text provides three photos. While in chapter 5, there is one picture provided in the text. The amount of the visual, in this case, is a picture, depends on the length of the text. For example, in chapter 4, three images are included because the text consists of 5 pages.

Furthermore, the pictures provided in the text are also suitable for the content of the text. The images can represent what the text tells about, as Grellet (1981:7) argues that by starting with more extended units and by considering the photographs or diagrams, the students can be encouraged to anticipate what they are going to find in the text. He adds that this is essential to develop their inference, anticipation, and deduction skills.

The text values are the last aspect of analyzing the reading material in terms of reading text. Considering the importance of the text given to the students is crucial. It is known that nowadays, educational goals are focused not only on the cognitive but also on the affective and the psychomotor. Moreover, it also happens in our country; one of the reasons for the changes of the latest curriculum with the 2013 curriculum is unbalanced among cognitive, affective, and psychomotor. The curriculum 2013 gives more attention to the figuration of students' character besides the mental and the psychomotor. It means that materials, including English materials given to the students, should contain a value. For instance, in reading texts given to the students have to provide values both moral and social. According to Hill (2001), values are learned, not inherited. Therefore, she adds that education performs a fundamental role as one of the factors that shape values. Thus, education at school primarily through teaching materials that involve matters is one way to teach values to the students.

The analysts found that all of the reading texts in the book involved values in the texts in both moral and social values. Based on the finding in the aspect of text values, the focus of the 2013 curriculum, that is, character building, is already implemented through the reading texts in each chapter. It is in line with the goal of the 2013 curriculum, which is to build the students' character as Richard (2001:2) proposes that curriculum development focuses on determining what knowledge, skills, and values. Besides promoting understanding, the teaching materials given to the students should also promote crafts and values or attitudes. Those three aspects nowadays become the focus of education.

In short, the reading text in each chapter of the book is suitable for the students, especially in terms of interest, authenticity, cultural background knowledge, layout, visuals, and values. However, the reading text is not suitable for the students' level in terms of linguistic knowledge.

Conclusion

Based on the finding and discussion above, it is concluded that; the reading texts in students' English textbooks have fulfilled the suitable criteria. The aspects are interest, authenticity, cultural background knowledge, text layout, text visuals, and values. On the other hand, the lexical knowledge in the reading text is not suitable for the students' level. There are too many unfamiliar words found in each reading text. Then, some of the sentences are included in complex sentences that are not suitable for the students' level, especially for the second grade of senior high school students.

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