SFL-driven Analysis of English Reading Materials Within the Textbooks for High School Students in Indonesia

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Abstract

English textbooks play a pivotal role as the primary sources of English input for Indonesian students. Hence, this textbook analysis study aimed to investigate the conformity of English textbooks' reading materials to the K-13's genre-based materials. Also. It aimed to evaluate the quality of reading material presentation in the English textbooks in support of English acquisition as informed by the comprehensible input theory. The analysis framework was designed resting upon the systemic functional linguistic theory. The analysis incorporated five English textbooks

Register, Reading Materials	designed for senior high school students in Indonesia as the analysis objects. Thirty reading passages were selected purposively from the five textbooks as the representatives of analysis objects. The study's trustworthiness was maintained seriously. The findings demonstrated that the English textbooks' reading materials, in general, were aligned with those of the K-13. Nevertheless, the textbooks presented few text types not recommended by the K-13 manual, and one compulsory text type was absent. This study endorsed the comprehensible input theory to provide a positive and constructive criticism to English textbook developers in order to make proper revisions of the materials supporting students' ease of English acquisition and teachers' ease of material delivery. Implications, limitations, and suggestions for future's research are given in the end.

Introduction

Socio-political, multicultural, and multilingual realities in Indonesia play a pivotal role in shaping the position of English as a foreign language, and such realities bring English education in the Indonesian context to develop along with the theoretical and pedagogic natures of global English (Galloway, 2017). Aligned with the foregoing natures as the general and theoretical pictures of English education in Indonesia, in a specific way, English education in Indonesia is governed by the 2013 national curriculum (hereafter as K-13). This curriculum endorses the systemic functional linguistic (SFL) paradigm as the language theory and socio-culturalism as the learning theory (Widodo, 2018). These theories inform that English is taught functionally and socio-culturally using the perspective of genres as the representations of social staging, taking place during spoken and written communications, and using the perspective of register as the representation of situational English use on the basis of ideational, interpersonal, and textual meanings (Halliday, 2009).

The main rationale beyond the adoption of SFL paradigm as the linguistics theory in the K-13 curriculum is due to the conformity of SFL theory's perspective on the nature of language to the multicultural nature of Indonesian people. The SFL paradigm views language as more

than just an arbitrary code commonly defined by old-fashioned linguists. SFL paradigm views language as a social semiotic that people use in their lives to express, construct, and interpret meanings and to establish and maintain social and interpersonal relationship (Halliday, 2004, 2009; Kramsch, 2013; Liddicoat & Scarino, 2013). Thus, language as a code is not used by merely parroting but by means of constructing meanings. This is the natural portrayal when a language (English) is used by multicultural people (Indonesian students), in which the process of meaning construction becomes the key to communication across diverse cultures (Morganna et al., 2020). Subsequently, the K-13 curriculum adopts socio-culturalism as the learning theory because this theory defines learning as a process of knowledge construction, and such a process, if brought to language learning, is aligned with the way language is used in terms of meaning construction as conceptualized by the SFL theory.

To espouse the realization of English curriculum in the context of English as a foreign language (EFL) such as in Indonesia, the role of English textbooks is very critical. English textbooks are the curricular and cultural artifacts which contribute very much to students' English learning advancement (Ilieva, 2018). For EFL students, textbooks seem to be the most crucial mediators which provide English input since the students do not have many aids which could support their English input such as a natural and active English speaking environment (Dinh & Sharifian, 2017). As an effort to assist Indonesian students in English acquisition alongside instilling knowledge related to genre and register, K-13 has provided various reading materials as the central resources, and the available English textbooks also make use of reading materials as the main orientation. In a nutshell, in the aspect of a general goal, the presences of English textbooks have been in line with the oriented target of K-13. However, detailed compatibility of genre-based reading materials between K-13 and English textbooks has not been uncovered scientifically. Also, scientific analysis of the extent to which reading materials in the English textbooks meet the nature of English acquisition has not been done.

Since the last three years, prior studies on English textbook analyses have been conducted and have concentrated on various domains. Such studies were oriented towards the domains of gender (Ahmad & Shah, 2019), moral contents (Feng, 2019), lexis (Zhou, 2021),

lingua-cultural components (Alter, 2021), and multimodality (Isnaini, 2019). These studies have contributed to provide us with a variety of insights regarding the "what" and the "how" underlying textbook analyses. However, first, few previous studies have adopted the theories of genre and register to compare between the curricular-suggested English reading materials and those of the English textbooks. Second, few or no studies have worked on the extent to which genre-based English textbooks' reading materials support the ease of students' English acquisition.

The aforesaid explanations highlight two gaps. Conducting a study on the first gap is beneficial because it demonstrates how qualified the used English textbooks are in terms of attaining the curricular learning goals. The data can be the resource for textbook developers to take account of reorienting learning materials resting upon the curriculum. Executing a study on the second gap is beneficial since it helps provide scientific consideration for textbook developers to reorganize the input of materials which support students' English acquisition. For instance, Krashen's (2004) comprehensible input theory elaborated that the ideal learning input meets the yardstick of (n+i), wherein (n) refers to students' current knowledge and skills, and (i) represents new input which can be understood by students if they use their current knowledge and skills. An ideal input provision as such will help teachers find it easier to facilitate students in learning processes. Drawing upon the first and second gaps above, the present study is conducted and guided by the following research questions: First, how is the conformity of the evaluated English textbooks' reading materials to the K-13's genre-based materials? Second, how is the presentation of reading materials in the evaluated English textbooks in support of English acquisition as informed by the comprehensible input theory?

Brief Reviews of SFL, Genre, and Register

There are two grand paradigms of language use, mentalism and functionalism (Xia, 2014). Mentalism positions the use of a language as a psychological phenomenon, rests the language phenomenon upon the perspective of grammar, and addresses the variables of meaning and grammar within different discourses. Meanwhile, functionalism positions the use of a language as a social phenomenon, bases the language

phenomenon on meaning making, and discusses both meanings and grammar within the same discourse because meanings are the motive beyond grammatical constructions. One of the most popular theories of functionalism is the systemic functional linguistics (SFL). SFL paradigm views language as a social semiotic that people use in their lives to express, construct, and interpret meanings and to establish and maintain social and interpersonal relationships (Halliday, 2004, 2009; Kramsch, 2013; Liddicoat & Scarino, 2013). Within the context of SFL-driven pedagogy, there exist two vital variables known as genre and register.

The first critical element of SLF theory is genre. In educational linguistics, there are three major genre schools known as English for Specific Purposes (ESP), New Rhetoric (NR), and Australian Genre Theories (AGT) (Hyon, 1996). ESP looks at genre from the perspective of a speech community at large (at a macro level). Its genre classification principles apply to a vast variety of different sorts of genres in a speech community. As a result, the outcome differs depending on the sort of speech community. As the foregoing, there are no general potentials for a set of genres. Hence, this concept will not work for educational reasons that require further general categories of genre in order to be useful in ELT. In the same vein, NR considers genre from the perspective of ethnography at a macro level. As a result, the outcome is similar to ESP in that genre classification differs among ethnography-based variations, necessitating additional generic classification (Hyon, 1996; Santosa et al., 2021). Both ESP and NR approaches to genre will not provide patterns of genre that are crucial for genre models. AGT, on the other hand, considers genre from both micro and macro perspectives. AGT takes account of genre as the smallest unit of culture that recurs in a social process. (Nunan, 2008) made it clear that genre is defined as an oral or written text which is purposeful and constructed socially so that a certain genre has its own generic structure and lexico-grammatical characteristics. We adopt this definition to view genre in this study. The presence of a recurrent sequence of stages that specifies a social process's objective distinguishes one genre from the other (Martin, 2014). Learning from Martin and Rose (2007); Rose (2012); and Nunan (2008), in the line of AGT at a micro level, spoken genres involve daily conversations, sermons, academic or collegial lectures, political talk, TV interviews, and others. In the meantime, written genres can be of description, procedure, explanation, exposition, discussion, exploration,

report, and recount (Martin & Rose, 2007; Rose, 2012). Subsequently, at a macro level, a genre is seen as a discursive frame to satisfy broader needs of social contexts. In this study, we mainly work on written genres which are demonstrated by English reading materials.

The second vital element in SFL theory, besides genre, is register. If genre refers to an oral or written text which is purposeful and constructed socially, or which is cultural, register refers to the interplay between an oral or written text and the existing situation (Nunan, 2008). Thompson (2014) elucidated that register is a language variation on the basis of functional use (a context). There are three important variables to identify register, namely field, tenor, and mode. Field represents an ideational meaning which describes a topic, social activities, and the representation of reality. Tenor represents an interpersonal meaning which draws on the relationship among people in a text, their contact frequency, and things to do with the relationship. Subsequently, mode represents a textual meaning which indicates the channel of communication, e.g., spoken or written channels. Register by nature is always related to genre because register is a constituent which constructs a certain genre. Thompson (2014) explained that register added by a communicative purpose becomes a genre. This clearly asserts that register is always related to genre because register always exists within genre. Biber and Conrad (2019) explained that register variation is concerned with the widespread patterns of linguistic variation found in certain settings and the purposes performed by language features. Meanwhile, genre variation is concerned with the customary ways in which entire texts of varied types are organized. In a nutshell, when it comes to the term genre, the most identical element which represents the genre of a text is its generic structures because generic structures demonstrate the beginning-to-end flow of a text according to its social function. When it comes to the term register, the most identical element is the language features (also known as lexico-grammatical features or text's textures) of a text because such features demonstrate the field (ideational meaning), tenor (interpersonal meaning), and mode (textual meaning) on the basis of the existing situation.

The concepts of genre and register have been developed and used as the foundations for developing language learning curriculum in countries, where English is a foreign language, such as Indonesia (Cheng, 2019; Flowerdew, 2020; Li et al., 2020). In relation to the foregoing,

reading materials in English textbooks developed in accordance with K-13 should present functionally correct texts as represented by the generic structures and textures. Generic structures and textures (register) are the characteristics which represent the quality of text genres in English textbooks. Discourse units properly chosen and arranged in an effective generic structure will represent a textbook writer's abilities in terms of genre, whereas the abilities to process grammatical aspects and select appropriate vocabularies demonstrate his skills in terms of register (Eggins, 1994; Halliday, 2004). The aforesaid two aspects will work together to characterize certain types of texts and enable the texts to function socially.

Method

Drawing upon a constructivist epistemology which views knowledge as the construction of people's views on an issue, phenomenon, case, or the like (Yazan, 2015), this qualitative study conducted a content analysis, driven by a constructed framework, of five English textbooks designed for high school students in Indonesia. The analysis was centered on 1) the conformity of the evaluated English textbooks' reading materials to the K-13's genre-based materials, and 2) the quality of reading material presentation in the evaluated English textbooks in support of English acquisition as informed by the comprehensible input theory.

Data Sources and Analysis Framework

The analysis incorporated five English textbooks intended for senior high school students in Indonesia. The first and second textbooks contained the first and second semester English reading materials for the first grade. The third and fourth textbooks contained the first and second semester English reading materials for the second grade. Subsequently, the fifth textbook contained a combination of the first and second semester English reading materials for the third grade. For the purpose of analysis, we only selected English reading materials in the form of chapter or sub-chapter presentations and the materials in the form of text examples provided by the textbooks. We did not use English reading materials in the sections of students' exercises because such reading

materials tended to be segmented according to the purposes of exercises. As the foregoing characteristics, the five textbooks contained 40 English reading materials. Of the five textbooks, thirty reading passages, which represented all text types within the five textbooks, were selected purposively to be analyzed. We selected the thirty reading passages according to our own designed framework whose elements became the purposive sampling criteria to ascertain that the selected reading passages fulfilled all indicators of their genres. The framework was built on the basis of genre and register theories which we reviewed from the works of Derewianka and Jones (2012); Halliday (2004, 2009); and Martin and Rose (2007, 2008). We intentionally added the dimension of register within our review due to its nature as an integral constituent of genre. Table 1 displays the framework we built to identify the dimensions of genre and register of each reading passage selected.

Table 1

The Analysis Framework of Genre and Register

No	Genres	Generics structures (Derewianka & Jones, 2012; Martin & Rose, 2007, 2008)	Register (Text textures) (Halliday, 2004, 2009)	
			The main tense	Lexico-grammatical components
1	Descriptive text	Identification and description	Present tense	Specific participants, adjectives, noun phrases, and action verbs
2	Factual report text	Classification and description	Present tense	General nouns, linking verbs, action verbs, and technical terms
3	Hortatory exposition text	Background, thesis, arguments, and reinforcement of thesis	Present tense	Argumentative phrases and phrases for giving opinion
4	Explanation text	Phenomenon identification and explanation in sequence	Present tense	Abstract nouns, passive voice, active voice, action verbs, phrases for explanations

No	Genres	Generics structures (Derewianka & Jones, 2012; Martin & Rose, 2007, 2008)	Register (Text textures) (Halliday, 2004, 2009)	
			The main tense	Lexico-grammatical components
5	Factual news text	Main events, elaborations, sources	Present tense	Saying verbs, words related to scenes or settings, telegraphic information, adverbs, and retelling events
6	Procedure text	Goals, materials, and steps	Present tense	Adverbs of sequence, temporal conjunctions, and imperative sentences
7	(Ordinary) recount text	Orientation, chronological events, and reorientation	Past tense	Specific participants, words linking events in time, conjunctions, action verbs, and passive voice (oftentimes)
8	Biographical recount text	Person identification, episodes, and evaluation	Past tense	Specific names of people, linking words to do with time, and action verbs
9	Historical recount text	Background, record of events, and deduction	Past tense	Tone, passive voice, and phrases related to third person's point of view
10	Narrative text	Orientation, complication, resolution	Past tense	Specific participants, adverbs of time, time conjunctions, action verbs, and direct speech

In addition to being used as the basis of selecting the samples of English reading passages from the five textbooks, the dimensions and indicators of the above framework were also used as the yardsticks to compare between the genres of the selected English reading passages and the genres suggested in K-13 manual. By using the analysis framework, we obtained 30 reading materials as the samples (see table 2).

Table 2

The Selection of Samples

Textbooks	Number of reading passages according to the titles written in the textbooks	Number of texts fulfilling the framework analysis (the samples)	Texts excluded due to inconformity to the framework analysis	
			Number	Reasons
The 1st textbook intended for the first semester of the first grade	5 descriptive texts	3 texts	2 texts	No identification (generic structure)
	2 (ordinary) recount texts	1 text	1 text	Inconsistency in using the past tense (register)
The 2nd textbook intended for the second semester of the first grade	3 descriptive texts	1 text	2 texts	No identification (generic structure)
	4 (ordinary) recount texts	3 texts	1 text	No reorientation (generic structure)
The 3rd textbook intended for the first semester of the second grade	4 biographical recount texts	3 texts	1 text	No evaluation (generic structure)
	3 historical recount texts	3 texts	-	-
The 4th textbook intended for the second semester of the second grade	4 Narrative texts	4 texts	-	-
	4 hortatory exposition texts	3 texts	1 text	No thesis arguments (generic structure)
The 5th textbook intended for first and second semesters of the third grade	3 explanation texts	3 texts	-	-
	4 factual news texts	3 texts	1 text	No saying verbs (register)
	4 procedure texts	3 texts	1 text	Inconsistency in using imperative sentences when telling steps (register)
Total of texts	40	30	10	

According to table 2, there were 30 reading materials selected as the samples in this study due to excluding 10 materials which had some problems in terms of both generic structures and registers. The 30 reading materials contained 4 descriptive texts, 4 (ordinary) recount texts, 3 biographical recount texts, 3 historical recount texts, 4 narrative texts, 3 hortatory exposition texts, 3 explanation texts, 3 factual news texts, and 3 procedure texts.

Data Analysis

The data were analyzed by deploying an interactive model (Miles et al., 2014). This model comprised four interactive components which worked iteratively. Those components were data collection, data condensation, data display, and conclusion drawing. We, all authors of the present study, worked together to collect the data in the form of thirty reading passages by using the criteria in the framework analysis. We compared and confirmed our respective versions of data collection with one another to reach the most comprehensive and representative data. After reaching an agreement on the final collection of raw data, the data were further condensed or grouped based on several themes extending to the names of genres, their generic structures, and their registers whose sub-themes comprised the main tense and lexico-grammatical components. These themes and sub-themes became the indicators of comparison between the thirty reading passages and the genre materials of K-13's manual for the sake of understanding and evaluating their conformity. During writing this paper, the theme-based data were considered to be selected for presentation. The main consideration was that the selected data for presentation were ones comprehensively representing the related raw data. The data presentation was followed by in-depth interpretations alongside critical and theoretical discussions. Also, the theoretical discussions were established to address the second research question regarding the textbooks' reading materials in support of English acquisition as informed by the comprehensible input theory. In the end, the data were concluded along with providing implications and recommendations.

Trustworthiness

Following Abraham (2021), as the researchers and the authors of this paper, we established a solid cooperation to conduct the so-called researcher triangulation technique in efforts to 1) produce the analysis framework by doing literature reviews and to 2) analyze the data in pursuing the data's credibility. Each of us worked in a balanced manner. In the beginning, each of us created our respective versions of constructs for the analysis framework that were useful for data coding (see table 1). In the end, we conducted inter-coder reliability (O'Connor & Joffe, 2020) in a way that we compared our coding results for both the process of constructing the analysis framework and the process of data analysis with one another, confirmed our works, revised the works, and reached agreements on the final constructs of the analysis framework and on the data analysis results.

Findings and Discussion

The Conformity of English Textbooks' Reading Materials to K-13's Genre Materials

Drawing upon the K-13 manual, the types of English texts for a senior high school level were of short texts in the form of interpersonal, transactional, and special functional discourses, as well as the functional types in the form of descriptive, recount, narrative, factual report, analytical exposition, news items, and procedure texts. The analysis revealed that, in general, considering the number of genre-based material similarities, the reading materials of the evaluated English textbooks were aligned with those of the K-13. Nevertheless, in particular, viewed from few differences existing in the reading materials, not all of the representative texts within the examined English textbooks conformed to the text types suggested by K-13 manual. Table 3 presents the reading materials of the textbooks and those of the K-13 manual.

Table 3

Reading Materials of the Five Textbooks and the K-13 Manual

No	Reading materials within the textbooks	K-13 manual's reading materials
1	Descriptive texts	Descriptive texts
2	(Ordinary) recount texts	Recount texts
3	Biographical recount texts	Narrative texts
4	Historical recount texts	Factual report texts
5	Narrative texts	Analytical exposition texts
6	Hortatory exposition texts	News items texts
7	Explanation texts	Procedure texts
8	Factual news texts	
9	Procedure texts	

As displayed in table 3, it could be interpreted that the textbooks did not have factual repot texts, but the textbooks had historical recount, biographical recount, and explanation texts which were not recommended by the K-13. Considering the shared commonalities of generic structures, the hortatory exposition texts in the textbooks and the analytical exposition texts in the K-13 manual were regarded as a similar genre. Also, the factual news texts in the textbooks and the news items texts in the K-13 manual were regarded as a similar genre.

Anchored in the K-13 manual, factual report texts were absent in the evaluated textbooks. Basically, this type of texts will greatly assist teachers in continuing the preceding grammar materials of descriptive texts because, learning from Halliday (2004, 2009), report texts have similar grammatical and vocabulary behavior to descriptive texts. In the meantime, the textbooks provided some text types which were not suggested by the K-13 manual, such as biographical recounts, historical recounts, and explanations. The presences of more genres of texts other than those specified by the K-13 will make it harder for teachers to determine how valuable those texts will be for students at their current levels, as well as how to map those texts to other K-13-based materials in terms of structural and textural similarities. Qualified and accurate contents of English textbooks are highly required by English teachers in EFL countries because English textbooks play a role as the main sources of curricular artifacts and linguistic materials for students in this context (Ilieva, 2018). It is likely caused by the contextual condition that EFL students do not have many aids which could support their English input

such as a natural and active English speaking environment (Dinh & Sharifian, 2017). Therefore, Their English input relies on textbooks.

Compared to the K-13 manual's objective, other texts such as biographical and historical recounts were considered less effective. The evaluated textbooks distinguished ordinary recount, biographical recount, and historical recount texts with ambiguous generic structures, resulting in overlapping. This condition likely makes it more difficult for teachers to deliver clear genre explanations to students at their current levels. If the aforesaid three text types are meant to be specifically differentiated from one to another, the textbooks should have clearly classified the generic structures of the three types of recount texts. In terms of the ordinary recount text, the generic structure contains orientation, chronological events, and reorientation. As displayed in their analysis framework, Dalimunte and Pramoolsook (2020) demonstrated that the generic structure of historical recount comprises background, record of events, and deduction. Subsequently, the generic structure of biographical recount entails identification, episodes, and evaluation. However, the evaluated textbooks did not provide clear explanations as such, so ambiguous differences emerged. Also, the biographical recount in the textbooks seemed to be overlapping with a narrative genre due to the presence of complication therein. This case will hamper teachers in explaining the three types of recount texts in an easily understandable manner to students. Considering such generic structure behavior, presenting a text titled a biographical recount is actually risky. Let us take a look at the following text 1 in figure 1.

Figure 1

Text 1

Text 1
Angkie Yudistia was born in Medan, North Sumatera, on June 5, 1987. She was an active young woman with disabilities.
Angkie Yudistia lost her hearing since she was 10 years old due to malaria disease. The medicines to cure malaria probably became the cause of her hearing impairment. She began to face various challenges of multiple discriminations since attending elementary school. She also experienced physical shaming by her friends at school. Her families and colleagues became the reasons for her to stay strong.
In 2009, Angkie set her focus on helping other people with disabilities

by joining *Yayasan Tunarungu Sehjira* (Sehjira Deaf Foundation). She still actively assists the foundation along with other women with disabilities.

She then established disabled Enterprise in 2011, a social organization that focuses on helping disabled people to get jobs or to be entrepreneurs. Since then her determination to help disabled people continued and grew bigger. Although she lost her hearing, Angkie proved that her limitations were not obstacles to be successful. She hoped that people with disabilities could be independent so that they could increase their wealth and make social changes in Indonesia.

In 2011, she began to write her book entitled *Perempuan Tunarungu Menembus Batas*. The book was about her life with disabilities. This book successfully changed people's paradigm about people with disabilities. Her second book was published in 2013 entitled *Setinggi Langit* and her third book titled *Become Rich as Sociopreneur* in 2019.

Later on, in 2019, the President of Indonesia, Joko Widodo, designated her as his special staff.

Angkie Yudistia's efforts in empowering disabled people are inspiring.

As previously explained, the name combination of biographical recount should only present life events experienced by a figure or figures from birth to death in chronological order. In general, the text above already indicates this pattern. The first paragraph of this text introduces a character from a variety of backgrounds. If the following section (the part in bold) behaves like a complication, the preceding section could also be an orientation—the beginning of a narrative text that introduces the main character and the setting of the story. Furthermore, the section that follows the complication demonstrates characteristics as a section that presents solutions to the main character's problems—this is known as resolution. The text 1's first and second paragraphs represent three units consisting of orientation, complication, and resolution. The three units are mandatory for a narrative text, so they make text 1 identical to a narrative text although the following text components present a series of events experienced by the main character arranged chronologically. Therefore, with the quality of generic structure like this, students or textbook users can assume that this text is built as a sequential combination of narrative and recount texts. To avoid such misinterpretation, the textbook authors should have explained the quality of a biographical recount's generic structure and designed the presentation of text's content in chronological order.

A similar case also occurred in an ordinary recount text taken from one of the textbooks, in which there was an insertion of a narrative

text in the recount text. The author recounted many events that had happened to him related to traveling by airplane. From the beginning, the events were presented in chronological order. However, there was a section telling two problems, as shown by the bolded part in text 2 in figure 2.

Figure 2

Text 2

Text 2
Have you ever traveled by plane? If you have a chance to fly, how will you feel? I surely believe that you will feel excited. So did I when I took a plane for the first time. Let me tell you further about it.

Last holiday, my elder sister and I visited our uncle's family in Singapore. We went there by plane. It was my first time, so I was kind of so excited and nervous as well. My father had booked the flight tickets for us online a month before and we did the online check-in a week before. We had also prepared our passports and money in Singaporean dollars.

Finally, the departure day arrived. We were scheduled to fly at 11:25 a.m. It took thirty minutes to reach the airport and we were supposed to have checked in three hours before the departure. To anticipate any traffic jams, my father drove us to the airport at 7:30 a.m.

After passing the security check, my sister and I headed to our departure gate and had the boarding pass and passport checked. Next, we entered a boarding room and waited to board the plane. I was so happy that I kept smiling for the fact that I would be flying soon. **However, I also felt very nervous for I would be thousand miles above the ground.** <u>I prayed that the weather was fine and all was well so that we would arrive at our destination safely.</u>

After waiting for an hour and half, there was an announcement that all passengers to Singapore were called to board the plane. My sister and I joined the others boarding the plane in line. The flight officials once again checked our boarding pass and passports. Then, the flight attendants welcomed us on board. Soon we spotted our seats and put our small suitcases in the overhead compartment. We put on a seat belt, so did other passengers. Then, we prayed for our safety.

Before take-off, the pilot introduced himself and wished us a happy journey. Then, the flight attendants demonstrated the safety *procedure*. Both introductory sessions were in Indonesian and English, so it was easy to understand.

Then, the time came. Firstly, the plane went on the runway until the opposite end and all the while I was feeling as if I was sitting on a bus. But finally it took an about-turn and the speed increased exponentially. Within a

few minutes I was high, up in the sky. The view was breathtaking. The roads, building, fields, everything looked very small. **However, there was one thing that made me feel uncomfortable that the plane was buzzing initially when it increased the height**. **Thankfully, it lasted only for a short time and later on everything was fine.** The trip would take around an hour and forty minutes. During the time, I kept looking outside the window and enjoyed everything.

Time just flew and finally the plane landed as scheduled. We put off the seat belt and collected our luggage from the overhead compartment. Then, we alighted from the plane orderly and I was amazed with the airport. It was a really huge one with many planes lining up at the apron. Getting inside, I was more amazed for its design and facilities. Changi Airport was really modern, eye catching and superb. After passing the immigration, my sister and I walked to the exit where my uncle had been waiting for us since we didn't have baggage to claim. It was one of the most priceless experiences of my life.

With the title of a recount text, the text above is written less neatly. The author has tried to fulfill the social function of this text, which is to narrate past events chronologically to provide entertainment. However, two parts of this text represent a complication and a resolution which follows. The end of paragraph 4 in the text above contains two sentences, one in bold and the other in bold and underlined. The author used the first sentence to tell the problem he got when the plane took off, while the sentence that follows presents the resolution of the problem he experienced earlier. These two sequences show the narrative text structure. The same case is repeated in paragraph seven, which is indicated by two sentences in bold and one in bold and underlined.

Subsequently, it was found that incorrect text structure occurred in a hortatory exposition text garnered from one of the books, as shown in Text 3 in figure 3 below.

Figure 3

Text 3

Text 3
High Schools Should Teach Life Skills
Most of what curriculum covers in school focus solely on academic aspects, with a little chance for students to develop their cognitive life skills. High schools focus their studies to prepare students for further studies, but successful young adults must also perform in a real-world situation.
Students need math, algebra and geometry, but they don't teach

them skills for financial success. Even courses like finance and accounting focus more on theory than developing basic money skills. Students finish high school and start adulthood without knowing how to create a budget, balance a checkbook, read bank statements or plan for saving.

Students finish school and enter the workplace with no idea how to behave in a professional setting. Communication breaks down because they don't have guidelines for sending an email to co-workers and superiors or what type of behavior is polite. Classes should teach how to respond appropriately in a range of situations to instruct students on common etiquette.

Many children grow up eating food handed to them through online delivery. They may have working parents who don't have time to cook or who never learned themselves. Part of the reason for the obesity epidemic is a large portion of the population doesn't know how to prepare healthy meals. Basic cooking skills help improve health, save money and create positive family interactions.

All those examples show the importance of why high school should teach life skills to their students. They are essential skills that are often overlooked by the teaching systems. Therefore, high schools must include life skills in their teaching.

A hortatory exposition text has a social function to present how something should be done. The author of text 3 has tried to achieve this function by starting the text with a thesis followed by several arguments and then closing it with a section that provides recommendations based on the arguments presented in the main body. The less effective part of Text 3 is the "thesis" unit—the part in bold at the beginning of the text. Because all arguments posed state the importance of life skills materials for high school students, the thesis section should begin by stating the importance of life skills materials for students. Although the title of this text is good and has covered all of these arguments, the thesis section signed in bold sentences is still unclear as the part that delivers arguments focusing on the importance of life skills for high school students. This section would better state clearly that students need life skills which should be included in their learning curriculum. For example, a more precise thesis for this text could be: "It is believed that life skills are very important for students of senior high schools so that they should be included in the curriculum." Of course, other forms of thesis can be written with a note that the statement focus is on the importance of life skills for high school students so that life skills needs to be included in their learning curriculum.

The Presentation of Reading Materials in the Textbooks in Support of English Acquisition

According to the data displayed in table 3, the evaluated textbooks presented the reading materials in the following order: descriptive texts, (ordinary) recount texts, biographical recount texts, historical recount texts, narrative texts, hortatory exposition texts, explanation texts, factual news texts, and procedure texts. As the primary sources of English input, the textbooks should critically take account of and embody the concept of non-mother language acquisition. Thus far, regardless of many criticisms from its counterparts, Krashen's (2004) comprehensible input theory is considered sufficiently reliable to be embedded in the arrangement of textbook materials for the ease of students' English acquisition. Learning from the comprehensible input theory, in the context of textbooks' material provision, the textbooks should provide English materials (in this study's context, reading materials) in a stepwise presentation in order that students can find it easier to access the following materials they will learn from English textbooks by using their current English skills acquired from learning the current materials. If the textbooks are to be used to improve English skills in terms of interpersonal and transactional discourses, the order of the text types is less effective. In other words, the skills to use for text structure and texture are skipping—a little jumpy and less sequential.

In the perspective of genre, there are text types with similar generic structures and textures, such as descriptive-(factual) report texts, procedure-explanation texts, exposition-discussion texts, and recount-narrative texts (Derewianka & Jones, 2012; Martin & Rose, 2008; D. Rose, 2012). Although each of these text types serves a different social function, the discourse units and vocabulary choices of the paired texts share some similarities. Therefore, an ideal sequence of text types should be descriptive, report, procedure, explanation, exposition, discussion, recount, narrative texts. The generic structures and textures' degrees of similarities and associations will pave the way for these texts to become a set of comprehensible input (Patrick, 2019) for students and will help teachers find it easier to facilitate students acquire English in an ideal way.

Amongst various text types, there are even two texts with different names whose grammatical and vocabulary uses only differ in

participants' types. Descriptive and report texts, for example, are only distinguished by the specific types of participants, in which specific participants appear in descriptive texts, and the generic participants emerge in (factual) report texts. In the meantime, the constructions of discourse units share similar characteristics in the form of identification and description. The former introduces an entity to be described, and the latter provides the entity's description. The dominant verbs in these two texts are "being" and "having" with the simple present tense and the use of non-temporal conjunctions.

Procedure and explanation texts are frequently perplexing. The two texts are frequently understood backward. It is not uncommon for someone who intends to write an explanation text but unintentionally produce a procedure text in the end. In fact, the two texts differ in every way, including social function, text structure, and text texture. Uniquely, the titles of these texts could sound similar. For example, if someone writes a title "How batik is processed", such a title should ideally be developed into an explanation text, explaining the step-by-step process of making batik. If the author is not aware about such a text's development, he will likely be trapped in presenting direct steps of making batik as a procedure text does in a way that makes use of imperative sentences. Furthermore, in the case of exposition and discussion texts, their social functions are similar which are to present opinions or arguments. Nonetheless, opinions or arguments in an exposition text represent a single viewpoint, but those of a discussion text demonstrate multiple viewpoints. Such a difference affects the related discourse units and grammatical components (e.g., conjunctions). Other linguistic features such as tenses, participants, verbs, and others share similarities.

There are other text pairs with similar characteristics but slightly different discourse units. For instance, recount and narrative texts are frequently misunderstood. Oftentimes, novice writers are trapped in writing a recount text but producing a narrative text in the end, or vice versa. This is a common occurrence because the social functions of these texts are nearly similar, which are to provide entertainment by telling events that happened in the past. Authentic events are identical to recount texts, and imaginary events are affiliated with narrative texts. The linguistic features of these texts in terms of grammar and vocabulary selection are also nearly identical, extending to the use of simple past

tense, specific types of participants, all types of verbs, and all types of conjunctions. It is also possible for these texts to accommodate the insertion of conversations between participants, which, if done, allows for the appearance of all tenses in English. What makes it different between the two texts is that the past events of narrative texts are presented in two units, namely complication and resolution. However, those of recount texts are presented chronologically as a sequence from beginning to end, which is closed with a reorientation. It should be noted that the two texts are preceded by the same discourse unit, namely orientation which introduces the participants and setting. After orientation, a recount text proceeds to deliver events in chronological order and ended by reorientation, but a narrative text continues to present complication and resolution as the compulsory discourse units. Furthermore, there are two optional units a narrative text has, namely evaluation presented after complication and coda or a moral message delivered at the end of the text.

Implications and Limitations

Drawing upon the present study's findings, there is an implication we could draw. Given the arrangement of the textbooks' reading materials that we criticized using the comprehensible input theory, it is hoped that the construction and arrangement of reading materials in the English textbooks can be revised. If the existing arrangement of reading materials is not revised, the published English textbooks provide a randomized materials' arrangement. Such a randomized material arrangement will not support students' English acquisition and will not help teachers find it easier to manage the material delivery.

This study is not free from limitations. Considering the research epistemology adopted, this study has endorsed a constructivist paradigm applied in a qualitative method. The natures of both paradigm and method lead this study to gather contextual data which are less generalizable. The characteristics of data, albeit being in-depth, cannot be viewed in the same way as the generalizability of quantitative studies' data. However, in the processes of creating the constructs of the analysis framework and conducting data analysis, we already made efforts to pursue the trustworthiness of this study. Therefore, although the degree of generalizability of this study's data is not as strong as that of the

quantitative study, this study's data are sufficiently trustworthy and conceivably generalizable to be used as a reference for making arguments in other studies if such studies share some commonalities and characteristics with this study.

Conclusion

The status of English textbooks as the most dominant English input in the context of Indonesian students arises the paramount importance of research on English textbook analysis. Drawing upon the foregoing nature, this study has been conducted to find out the conformity of the evaluated English textbooks' reading materials to the K-13's genre-based materials. Also, it is to evaluate the quality of reading material presentation in the evaluated English textbooks in support of English acquisition as informed by the comprehensible input theory. Thirty reading passages have been purposively selected from the English textbooks as the representatives of analysis objects. The content analysis revealed that, in general, considering the number of genre-based material similarities, the reading materials of the evaluated English textbooks have been aligned with the K-13's genre-based materials. Nevertheless, in particular, viewed from few differences existing in the reading materials, not all of the representative texts within the examined English textbooks conform to the text types suggested by K-13 manual. Factual report texts which should be presented in the textbooks are absent. At the same time, the textbooks present other text types which are not recommended by the K-13 manual, such as biographical recount, historical recount, and explanation texts. The remaining text types scatter throughout the textbooks in conformity with those of the K-13 manual. Anchored in the comprehensible input theory, the present study has viewed that the arrangement of reading materials in the evaluated textbooks are less effective. The foregoing view becomes a positive and constructive criticism this study has given to the textbook developers in order to make proper revisions for future's textbooks' reading materials so that they can pave the way for the ease of students' English acquisition, and they can help teachers find it easier in terms of material delivery.

It is recommended that future's studies be conducted by adopting a combination of naturalistic, constructivist, and positivistic

epistemologies to conduct English textbook analyses for the sake of completing the present study's limitation. With naturalistic and constructivist epistemologies, future's qualitative studies could provide in-depth and critical analyses of textbooks' materials. Subsequently, with combining a positivistic epistemology, such in-depth and critical studies will also back up their data with general representations incorporating wider samples. The combination of the three epistemologies will generate representative, in-depth, and comprehensive data of textbook analyses. The incorporation of more English textbooks across six grades from junior to senor high school levels are also suggested for future's studies on textbook analyses. Such studies can provide more comprehensive data to support the present study's data. Up-to-date and continuous data of English textbook analyses in the Indonesian context are critical given that the status of English textbooks lies as the primary sources for English teachers and students to hold English teaching and learning processes at schools. Lastly, future's studies can be expanded to examine the effectiveness of genre-based materials in developing students' English reading and writing skills. Such studies can find out if genre-based materials are truly effective, or there are other factors which probably contribute more to the development of students' English reading and writing skills.

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