AN ANALYSIS OF ELECTRONIC READING MATERIALS ON BRITISH COUNCIL

THESIS

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By

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ABSTRACT

Rahmawati, Aulia. (2018). *An Analysis of Electronic Reading Materials on British Council*. A Thesis. English Teacher Education Department, Faculty of Education and Teacher Training, State Islamic University of Sunan Ampel Surabaya. Advisor: Dra. Irma Soraya, M.Pd and Hilda Izzati Madjid, M.A.

Key words: electronic reading materials, British Council, content criteria, display criteria.

In this modern era, almost all of the aspects of education need technology in order to support the effectiveness and efficiency of education. The use of technology in language teaching and learning process cannot be separated from the internet. Teaching material especially electronic reading materials which have some different aspects should be prepared by the teacher before teaching in order to fit with the good criteria of reading materials such as content and display. The aim of this study is the electronic reading materials on British Council based on the criteria of good reading materials. Qualitative descriptive is used in this study by analyzing 13 reading materials. The checklist is used as the instrument of this study in the form of yes / no questions. The checklist consists of 9 criteria. Based on the finding and discussion, the electronic reading materials on British Council meet the criteria of familiar topics and effective presentation of vocabulary in aspect of content. While, reading materials do not meet with the criteria of interesting topics, necessary topics and appropriate vocabulary. In other hand, electronic reading materials on British Council meet the criteria of glossary and advanced organizer of page in aspect. But, reading materials do not meet with the criteria of supporting by multimedia elements and developing comprehension strategy.

ABSTRAK

Rahmawati, Aulia. (2018). Analisi Materi *Reading* Elektronik pada *British Council*. Skripsi. Jurusan Pendidikan Bahasa Inggris, Fakultas Tarbiyah dan Keguruan, UIN Sunan Ampel Surabaya. Pembimbing: Dra. Irma Soraya, M.Pd dan Hilda Izzati Madjid, M.A.

Kata kunci: materi reading elektronik, British Council, kriteria konten, kriteria tampilan.

Di zaman modern saat ini, hampir semua aspek dari pendidikan membutuhkan teknologi untuk menunjang efektivitas dan efisiensi dari pendidikan. Penggunaan teknologi di dalam proses belajar dan mengajar bahasa tidak bisa dipisahkan dari internet. Materi mengajar terutama mareri *reading* elektronik yang mempunyai beberapa aspek yang berbeda seharusnya disiapkan oleh guru sebelum mengajar agar sesuai dengan criteria yang baik dari materi *reading* seperti konten dan tampilan. Tujuan dari penelitian ini adalah materi *reading* elektronik di *British Council* bedasarkan criteria dari *reading* materi yang baik. Diskriptive kualitatif digunakan pada penelitian ini dengan menganalisa 13 materi *reading*. *Checklis*t digunakan sebagai instrument dalam bentuk pertanyaaan ya / tidak. *Checklis*t terdiri dari 9 kriteria. Bedasarkan hasil temuan dan diskusi, materi *reading* elektronik pada *British Council* bertemu dengan criteria dari topik yang dikenal dan presentasi efektif dari kosa kata. Sementara, materi *reading* tidak bertemu dengan kriteria topik menarik, topik yang dibutuhkan, dan kosa kata yang sesuai. Di sisi lain, materi *reading* elektronik pada *British Council* bertemu dengan kriteria dari daftar kata-kata, dan pengaturan halaman tingkat lanjut pada aspek tampilan. Tetapi, materi *reading* tidak bertemu dengan kriteria dari elemen multimedia pendudukung dan pengembangan strategi pemahaman.

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LIST OF ABBREVIATION

IBLL : Internet-based Language Learning
PKG : Penilaian Kinerja Guru
L2 : Second Language
LINKS : Learning to Integrate InterNet Knowledge Strategically

CHAPTER I
INTRODUCTION

This chapter presents the general issues related to the present study. These include the background of the study, research question, objective of the study, significance of the study, scope and limitation of the study and definition of the key terms.

A.Background of the Study

In this modern era, the development of technology in education cannot be denied. Almost all of the aspects of education need technology in order to support the effectiveness and efficiency of education. According to Stosic, educational technology is systematized and arranged process in applying technology in order to improve the quality of education which helps the educational process by inserting the application of modern educational teaching technique including instructional materials, methods, and organization of work.[1] Educational technology can create a meaningful teaching and learning experiences for students and teachers by applying technology in the classroom.

Moreover, nowadays, education is entering 21st learning century. According to The Directorate General of Basic and Secondary Education or known as *Ditjen Pendidikan Dasar dan Menengah,* 21st learning century should be mastered because this is the era of education and technology which demands students for mastering all of the skills including critical thinking and problem-solving.[2] The use of technology in 21st learning century also demands the teachers to develop the proficiency of the students based on 21st learning century which is used technology in teaching and learning process. The Directorate General of Basic and Secondary Education stated that teachers should be facilitating and inspiring the students in getting the information in the real world including the use of technology. Besides, the teacher should be as a model for learning by demonstrating proficiency in technology systems and transferring knowledge through new technologies and situations, and collaborating with learners, peers, and communities in using relevant tools including use of technology.[3]

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[1] Dr. Lazar Stosic, "The Importance of Educational Technology in Teaching". *International Journal of Cognitive Research in Science, Engineering, and Education*. Vol. 3, No. 1, 2015, 111

[2] Dit. PSMA Ditjen Pendidikan Dasar dan Menengah, *Panduan Implementasi Kecakapan Abad 21 Kurikulum 2013 Di Sekolah Menengah Atas* (Jakarta: Kemendikbud, 2017), 1.

However, the use of technology in language teaching and learning process cannot be separated from the internet. One of the most innovative ways of practicing language learning especially English is IBLL. According to Agarwal, IBLL can provide the students with genuine educational materials. Besides, materials in teaching and learning process can be presented in various ways which become more attractive than traditional methods of language learning. It also provides multi-media materials which display written text, use sounds, pictures, and videos. Those make the students feel that things are more real and easily understood.[4]

The development of teaching material is very important because it is basis language input which received by the learners and language practice in the classroom. Besides, it helps the teacher to apply and understand the theories of language learning.[5] By developing teaching materials, teachers are expected can facilitate the language acquisition of the students in teaching and learning process in the classroom. Teaching materials are also used in all language skills. One of them is in reading skill. Reading is one of the important skills which should be acquired. According to Grabe, reading is the process of drawing and interpreting the meaning from the text.[6] Many reading materials can be gotten from websites on internet resources with different topics and materials. It is important to develop content-based materials in new digital environment which used internet as a new tool for reading in EFL settings.[7] Salam stated that the availability of reading materials can helps the students to understand the learning materials. Besides, it can improve students' understanding of reading materials.[8]

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[3] Dit. PSMA Ditjen Pendidikan Dasar dan Menengah, *Panduan Implementasi* ... 11

[4] M. Khumar Agarwal, "Internet-Based Language Learning and Teaching", *Innovative Infotechnologies for Science, Business and Education*, Vol.1, No.8, February 2010, 4

[5] B. Tomlinson, "The Importance of Material Development for Language Learning". In M. Azarnoosh, et.al (Eds.). *Issues in Materials Development* (The Netherlands: Sense publisher, 2016), 3

[6] William Grabe, "*Teaching and Researching Reading*: second edition". (New York: Routledge, 2013), 3

[7] Carolina Giron-Garci, "Literacy and Technologies in EFL Settings: Fostering Reading Comprehension on The Internet", *Bellaterra Journal of Teaching & Learning Language & Literature*, Vol. 8 No. 2, May-June 2015, 75

According to Makundan, there are varieties of reading materials which available in the course developer. Good reading materials have the criteria which can be seen from some aspects. There are some aspect which should be taken in preparing suitable reading materials, such as topics, content, reader's interest, background knowledge, variety, relevance, and authenticity of materials, etc.[9] Content is one of the important aspects of preparing reading materials. Reading content should be relevant to the needs of the readers. Besides, it will be a mirror of language materials which will be encountered outside of the classroom.[10] Therefore, teaching materials, especially in reading, should be prepared before teaching because good and the appropriate reading material is needed in order to help the students in teaching and learning process in the classroom.

Besides content, the aspect of display in reading materials especially in electronic reading materials should also be considered. According to Tomlinson, the aspect of display or usually called by design and layout is important in electronic reading materials.[11]It happened because the good display of reading materials on electronic reading sources is expected can make the learners enjoy and easier in the learning process. Derewianka argued that poorly design of materials can be unproductive and boring for the learners.[12] Thus, the good understanding of the design of electronic materials is needed in order to make a different contribution to the comprehension process for the learners in the learning process by using electronic materials especially in reading skill.

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[8] S. Salam, "Developing Needs Analysis Based-Reading Comprehension Learning Materials: A Study on the Indonesian Language Study Program Students", *Advances in Language and Literary Studies* , Vol. 8 No.4, August 2017, 105

[9] J. Makundan, "Developing Reading Materials for ESL Learners" In M. Azarnoosh, et.al (Eds.). *Issues in Materials Development* (The Netherlands: Sense publisher, 2016), 66

[10] J. Makundan, "Developing Reading … 66

[11] B. Tomlinson, "The Importance of Material Development for Language Learning".In M. Azarnoosh, et.al (Eds.). *Issues in Materials Development* (The Netherlands: Sense publisher, 2016), 4

[12]Beverly Derewianka, "Developing Electronic Materials for Language Teaching" In Brian Tomlinson (Ed.). *Developing Materials for Language Teaching* (London: Bloomsbury Academic, 2014), 201

The application of electronic reading materials in teaching and learning process is not as easy as people remark. According to Annika, there are some factors which become challenges in the application of e-learning in the field, such as support, flexibility, teaching and learning activity, access, academic confidence, localization and attitudes.[13] Annika argued that one of the crucial challenges which faced in teaching and learning process in the classroom is localization of content.[14] It is about how the electronic materials are adapted. Therefore, teaching material especially electronic reading materials which have some different aspects should be prepared by the teacher before teaching in order to fit local culture, language and religious beliefs.

Tomlinson stated that in-on service courses on the PKG of English Program or called by “For the Teacher by the Teacher” in Indonesia argue that material development is the primary component in teaching.[15] Besides, teachers would meet to work together in order to discuss and reviews the previous week’s materials and to develop materials which would be used by the teachers in the following week.[16] This proves that, teachers should prepare well the teaching materials in the way of selecting and adapting the appropriate electronic reading materials moreover for the student teachers who will be as the teachers’ candidate to teach in the real school.

Student teachers need to prepare well teaching materials before applying it in teaching and learning process. However, selecting and adapting good electronic reading materials from internet resources is not easy. Student teachers should be able to select appropriate reading materials which related to the topic and vocabulary used. In addition, the guidance for student teachers in selecting good electronic reading materials should also be given to make student teaches easy to prepare and meet the goal of teaching in the real schools by paying attention to several aspects of electronic reading materials.

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[13] Andersson Annika., Seven major challenges for e-learning in developing countries: Case study eBIT , Sri Lanka. *International Journal of education and Development using Information and Communication Technology (IJEDICT),* Vol. 4, Issue 3, 2008, 45

[14] Andersson Annika., Seven major challenges for e-learning in developing … 45

[15] B. Tomlinson, “The Importance of Material … 3

[16] B. Tomlinson, “The Importance of Material … 3

Salam argued that the need for teaching materials should follow the environment, the development of information and technology and the culture of the community.[17] In this side, the ability of student teachers regarding the development of information and technology in using internet resources to get the materials cannot be doubt. It happens because, in the preliminary research, all of the student teachers utilize the sophisticated of technology by using the internet as the sources in gaining the information for teaching and learning process. On the other hand, the student teachers still feel difficult to adapt and select good electronic reading materials to be applied in teaching and learning process in the classroom.

Based on preliminary research which held by the researcher, all of the student teachers in English Teacher Education Department at UIN Sunan Ampel Surabaya used internet resources to develop teaching materials. The preliminary research was done by using informal preliminary research via *WhatsApp* application. The researcher also chooses English Teacher Education Department in UIN Sunan Ampel Surabaya because UIN Sunan Ampel Surabaya especially in Faculty of Education and Teachers Training has pedagogical ability in teaching and learning process including utilization of learning technology by integrating technology in teaching and learning process.[18] It means that in real teaching practice, the student teachers of English Teacher Education demanded to be smart in delivering basic competence by using the technology. In addition, the student teachers are also expected to have good preparation in preparing teaching material especially in reading skill. In the preliminary research data, 58% of the student teachers did not have any difficulties to find the suitable material based on the curriculum. In contrast, student teachers felt difficult to select whether the reading materials from internet sources are good or not for teaching and learning process in the classroom.

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[17] S. Salam, "Developing Needs Analysis … 105

[18] Ali Mudlofir, "Dari Tarbiyah Untuk Indonesia" In Abd. A'la. UINSA EMAS Menuju World Class University (Surabaya: UINSA Press, 2016), 58

The popular internet learning resources which are commonly used by 74% student teachers based on preliminary research is British Council. Moreover, British Council was used in 100 countries across the world and accessed by 758 people including direct and online.[19] The aim of British Council is to bring a high quality of language materials for the teachers and learners. Besides, British Council wants to bring the schools around the worlds together, so people can learn each other from different countries.[20] There are four skills which are available in this learning resource. Those are listening, speaking, reading and writing. Each skill has different material for the learners. In reading skill, there are five levels which categorized with beginner, elementary, intermediate, upper intermediate and advance.[21] Those levels also have different passages and practices. Based on preliminary research, Intermediate level is commonly accessed by student teachers. 49% student teachers access Intermediate level for adapting the materials in teaching and learning process in the classroom.

Regarding to the use of technology in education, there are several studies similar to this research. The first study was conducted by Ajeng Hidayatul Maghdalena from UIN Sunan Ampel Surabaya under the title *Classification of Internet Language Learning Resources based on Bloom's Taxonomy and the Four Language Skills.* In this study, cognitive development based on Bloom's taxonomy and the four language skills are used to classify the internet language learning resources. This research used a qualitative descriptive method by analyzing 61 web resources and used the checklist as the instrument of this study.[22] While, in this current study digs deeper in order to analyze the reading materials which got from the website.

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[19] British Council. "Our Organization" The United Kingdom's International Organization for Cultural Relations and Educational Opportunities, (https://www.britishcouncil.org/organisation, accessed on March 14, 2018)

[20] British Council. "Our Organization" The United…

[21] British Council. "Our Organization" The United…

[22] Maghdalena, Ajeng Hidayatul. (2017). *Classification of Internet Language Learning Resources Based on Bloom's Taxonomy and The Four Language Skills*. A Thesis. English Teacher Education Department, Faculty of Education and Teacher raining, State Islamic University of Sunan Ampel Surabaya.

Another similar study was conducted by Nur Hidayat from STKIP Bina Insan Mandiri Surabaya untitled *Developing E-Reading Materials for Students of Grade Seventh.* This study aims to develop electronic reading materials in the form of the interactive CD. The research used product development to develop E-Reading materials which consist of four steps. Those are needs analysis, developing materials, evaluation, and product try-out and revision. The questionnaire was also given to the subject in order to get their responses and comments about the materials in the form of the interactive CD.[23] This study also uses electronic reading materials, but it uses in the form of websites.

The last similar study was conducted by Hanieh Davatgari Asl, et.al under the title *The Impact of Cooperative Reading E-Materials Adaptation on Reading Comprehension Performance of Iranian EFL Learners.* This study aims to probe if peer-cooperative reading e-materials adaptation has any effect on learners' participation in online reading. Quasi-experimental was used in this study which took 20 session treatment. 90 Iranian students were as the subjects of this study. The instrument of this study used TOEFL iBT and teacher's guidelines in the form of a checklist.[24] In contra, this current study has not any participants and analyzes the reading passages from the website.

Generally, the first previous study focus on the internet learning resources which had classified based on Bloom's taxonomy and four language skill. While the second and third study focused on electronic reading materials which used in teaching and learning process in the form of the interactive CD and TOEFL iBT. Therefore, this current study focuses on electronic reading materials on the website of British Council to see whether electronic reading materials meet the criteria of the aspect of content and presentation or not.

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[23] Hidayat, N. Developing E-Reading Materials for Students at Grade Seventh. *Journal of English Educators Society*, 2 (1), 2017, 33-44.

[24] DavatgariAsl, Hanieh, et.al. *The Impact of Cooperative Reading E-Materials Adaptation on Reading Comprehension Performance of Iranian EFL Learners*. Journal of Education and Human Development, 3 (2), 2014, 573-587

Because electronic reading materials should meet the criteria of good reading materials in order to be applied in teaching and learning process, the researcher conducts an investigation regarding electronic reading materials in British Council which is commonly accessed and used by more than 785 million people especially for the student teachers in UIN Sunan Ampel Surabaya. This study is done in order to get the accurate information of appropriate and good reading materials on internet language learning resources. Those are seen from the aspects of content and the aspects of the display. Therefore, student teachers will be helped in selecting good reading materials from online resources to be used and adapted as the materials in real teaching.

B.Research Questions

Based on the background of the study above, this study intends to investigate the following question:

How do electronic reading materials on British Council meet the criteria of good reading materials?

C.Objectives of the Study

Considering the research question stated above, this study aimed to describe:

The electronic reading materials on British Council based on the criteria of good reading materials.

D.Significance of the Study

The research results are expected to give significant input to the following parties:

1.For Student Teachers

The student teachers are able to choose appropriate electronic reading materials on British Council which suitable with the topic. Then, student teachers can use it as the resources to be applied or adapted as the material in teaching and learning process in the classroom.

2.For Students

It can help the students to be more motivated and enjoy in learning English especially in reading by using electronic reading material in online language resources British Council.

E.Scope and Limit of the Study

The scope of this study is official Website of British Council which focuses on reading skill. It consists of some reading passages and practices. It is divided into five levels; they are the beginner, elementary, intermediate, upper intermediate, and advanced. In each level consists of 10 to 14 reading passages. However, this study only covers 13 reading materials in the intermediate level based on the result of preliminary research which held by the researcher.

The limitation of this study is the analysis of reading materials based on the criteria of good reading materials which are seen from the aspect of the content and aspect of the display. The aspect of the content is seen from the selection of topics and vocabularies in reading materials. In addition, the aspect of the display is seen from the layout and design of the web of reading on British Council.

F.Definition of Key Terms

Here are the definitions of the key terms based on the perspective of this study or in other words the terms below are defined operationally as follow:

1.Electronic Reading Materials

According to Tomlinson, materials are something which can be used in order to facilitate the language learning, including coursebooks, videos, graded readers, flash cards, games, websites, and mobile phone interactions.[25] In this study, electronic reading materials define the materials for reading skill which is got from websites of language learning.

2.British Council

The British Council is the UK's international organization for cultural relations and educational opportunities. The aim of British Council in the English Language is to bring high-quality language materials to every learner and teacher who wants.[26] In this study, British Council is the internet resource or website which consists of reading materials.

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[25] B. Tomlinson, "The Importance of Material … 2

[26] British Council. "Our Organization" The United…

3.Reading Materials Criteria

According to Makundan, there are some criteria of good reading materials, such as content, reader's interest, relevance, variety and authenticity of materials, etc.[27] In addition, Derewianka also argued that there are also some features which should be noted in electronic reading materials like display.[28] However, this study only focuses on content criteria and display criteria.

Makundan argued that reading content should be relevant to the needs of the readers and be a mirror of language materials which will be encountered outside of the classroom.[29] In this study, the content criteria will be seen from the selection of topics and vocabulary. The selection of topics covers the interesting topics, necessary topics and familiar and comfortable topics. In addition, the selection of vocabularies covers appropriate vocabulary and effective presentation of vocabulary.

Derewianka also stated that, the designer of electronic materials, multimedia provides the reader with information in a variety of modalities.[30] Multimedia can be seen as the aspect of the display of electronic materials. In this study, the aspect of the display can be seen from on-the-spot help, supporting comprehension and developing comprehension strategies.

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[27] J. Makundan, "Issues in Materials … 66

[28] Beverly Derewianka, "Developing Electronic … 205

[29] J. Makundan, "Issues in Materials … 66

[30] Beverly Derewianka, "Developing Electronic … 205

CHAPTER II
REVIEW OF RELATED LITERATURE

In this chapter, the researcher explicates several theories through reviewing some literatures related to this study. This theoretical construct deals with some main areas: electronic reading materials and British Council website. Moreover, some previous studies related to this current study are also discussed here.

A.Review of Related Literature

1.Electronic Reading Materials

According to Tomlinson, materials are something which can be used in order to facilitate the language learning, including websites, coursebooks, flash cards, videos, games, mobile phone interactions and graded readers.[31] In language teaching and learning process, materials are used in all language skills including in reading. Good reading materials should promote lively interaction for teachers and students. Therefore, teachers should select and choose appropriate reading materials before apply or adapt for teaching and learning process because the appropriate selection of reading materials become the key success of the reader.

There are many varieties of reading materials which are available to course developers; electronic reading materials and non electronic reading materials.[32] Non electronic reading materials are related to the coursebook with printed materials. It was commonly used as the main component in teaching and learning process. Tomlinson stated that the design of a coursebook and the way in which its authors intend it to be used is an essential part of its theoretical position.[33] While, electronic reading materials are commonly used in this digital era which can be accessed from internet resources. Electronic reading materials through internet sources are dealing with e-learning. Therefore, here are some advantages and disadvantages of e-learning.

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[31] B. Tomlinson, “The Importance of Material … 2
[32] J. Makundan, “Issues in Materials … 66
[33] B. Tomlinson, “The Importance of Material … 2

a.Advantages of E-Learning

The use of e-learning in education heve some benefits. According to Arkorful, there are several advantages of e-learning in education which are obtained from some review of literature as follow:[34]

1)E-learning is more flexible.
2)It enhances the efficiency of knowledge and qualification in accessing huge amount of information.
3)It is able to provide the learners with the opportunities for relation through discussion forum.
4)E-learning is cost effective that there is no need for students to travel.
5)It takes into consideration of individual learners differences.
6)E-learning helps compensate for scarcities of academic staff such as instructor, teachers, lab technicians, etc.
7)It allows self-pacing.

b.Disadvantages of E-Learning

Regarding a lot of advantages of e-learning, there are also some disadvantages of e-learning which will be explain as follow:[35]

1)E-learning as a method of education makes the learners undergo contemplation, remoteness, as well as lack of interaction or relation.
2)It might be less effective that the traditional method of learning because learning process is much easier with the use of the face to face encounter with the instructors or teachers.
3)It might have a negative effect in communication skills

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[34] Valentina Arkorful. The role of e-learning, tha advantages and disadvantages of its adoption in Higher Education, *International Journal of Education and Research*, 2 (2), 2014, 401

[35] Valentina Arkorful. The role of e-learning, tha advantages and … 403

4) It will be difficult, if there is no control or regulate bad activities like cheating.
5) E-learning may also probably plagiarism for the students.
6) E-learning may also deteriorate institutions' role socialization role.
7) E-learning may also lead to congestion or heavy use of some websites

2. Criteria of Electronic Reading Materials

Good reading materials have the criteria which can be seen from some aspects. According to Makundan, there are some aspects which should be noted in preparing suitable and good materials in reading, such as content, reader's interest, relevance, variety and authenticity of materials, etc.[36] In addition, Derewinka also argued that display is one of the important aspects which should be noted in electronic reading materials.[37] The aspects are compiled from some theories and will be explained as follow:

a. Content Criteria

Content is one of the important aspects in preparing reading materials. Reading content should be relevant to the needs of the readers. Besides, it will be a mirror of language materials which will be found outside the classroom. In other words, the materials should be as authentic as possible.[38] According to J. Makundan, the aspects which should be noted in reading content are a selection of reading topics and selection and use of vocabulary. They will be explained as follow:[39]

1) Selection of reading topics

The way to make materials attractive for the reader is the selection of content area, especially on the topic. There are some criteria for the selection of reading topics as follow:

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[36] J. Makundan, "Developing Reading Materials for ESL Learners" In M. Azarnoosh, et.al (Eds.). *Issues in Materials Development* (The Netherlands: Sense publisher, 2016), 66

[37] Beverly Derewianka, "Developing Electronic … 205

[38] J. Makundan, "Issues in Materials … 66

[39] J. Makundan, "Issues in Materials … 66

a)Interesting topics

Interesting topic is closely related to the individual interest. According to Hidi, individual interest is defined as readers' preferences for subject matter or some text topic.[40] However, Interest is not only in terms of the readers' preferences, but it is also interesting in terms of text characteristics or known as situational interest. Hidi stated that situational interest is interest which is activated by the text through idea or topic. It is viewed from environmental input which facilitates cognitive functioning and learning.[41]

According to Chen, Darst and Pangrazi, situational interest is described from three person-activity interactive categories which is functioning together to make the evaluation of interestingness. They are activity, mental disposition, and interactive experience.[42] For activity, there is novelty defines as a gap between known and unknown information. It is also known as information deficiency through unique function which can motivate person's exploration. In reading topic, novelty arises when the topic is new or related to the current era. In other word, the information related to the topic is limited and has never been done before. For mental disposition, there is exploration intention. It represents the effect of stimulation which can be observed from the activity like brainteasers, puzzle and weird problem that request concentrated cognition and mental energy. In reading topic, exploration intention can be drawn when the reader like to find out more about the topic by investigate into details of the text by observing the kinds of activity which make the reader has cognition concentration. For interactive experience, there is attention demand. It happens when the reader engages with the activity. In reading topic, attention demand can be known when the reading materials provide not only the text but also the activities for the readers in order to be engaged by the readers. Ang Chen, Darst and Pangarzi stated that those situational sources from person-activity are considered components of situational interest which functioning together when the person makes personal evaluation of the interestingness.[43]

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[40] S. Hindi, "Interest, reading and learning: Theoretical and practical considerations". *Educational Psychology Review*. 2001, 194

[41] S. Hindi, "Interest, reading and learning … 194

[42] Ang Chen, Paul W. Darst, and Robert P. Pangrazi. An examination of situational interest and its sources in physical education. *British Journal of Educational Psychology, 71(3)*, 2001, 384

b)Necessary Topic

The reading content should be relevant to the need of the reader. Reading topic should be also relevant to the real world situation as the mirror language materials which are found outside of the classroom. In other words, the reading material should be as authentic as possible. Similarly, necessary topics related to the authentic material. It can be said that the urgency of the topic based on the necessity. The more authentic the material is the more urgent the topic.

According to Nunan, authentic materials are the text which is not produced for language teaching purpose.[44] Authentic materials are created for pedagogical purpose in order to meet the real life goal. There are many sources of authentic materials. Belaid stated that the sources of authentic materials are brochure, novel, magazine, short story, newspaper and audio visual program like radio, TV program, song, movie, and YouTube film.[45] Moreover, in this modern era, authentic materials can be easily obtained from internet sources which are updated continuously such as TV, radio program, magazine and newspaper.

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[43] Ang Chen, Paul W. Darst, and Robert P. Pangrazi. An examination … 384

c)Familiar Topic

Familiar topic should be provided by presenting the reading materials which help the readers build the background knowledge. In reading, the readers should understand what they read by acquiring the background knowledge to accommodate the reading topics. The background knowledge will serve as references for the interpretation of the reading content. This knowledge consists of experiences and knowledge which are brought by the readers to the reading event.

According to Alfaki and Siddiek, activating background knowledge before reading can help the reader be ready to read and be open to the new information.[46] It is believed that activating background knowledge of the reader or known as schema is dealing with the content of the reading text. Alfaki and Siddiek stated that activating background knowledge refers to the activities which are used in order to bring what the readers already know about the topic before reading.[47] By giving upcoming lesson materials to the readers into familiar context, the readers can assimilate the new information and understand it. Therefore, it is very important for the developer to be able to build the background knowledge of the readers through the activities related to the reading topic of the text before reading is started.

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[44] Nunan, D. *Second language teaching and learning*. Boston: Heinle and Heinle Publishers. 2001. 68

[45] Abdulhakim M. Belaid, Using Authentic Materials in the Foreign Language Classrooms: Teacher Attitudes and Perceptions in Libyan Universities. *International Journal of Learning and Development*, Vol. 5, No. 3, 2015, 27

[46] Ibrahim M.Alfakih, Ahmed G. Siddik, The Role of Background Knowledge in Enhancing Reading Comprehension. *World Journal of English Language*, Vol. 3, No. 4, 2013, 43

2)Selection and use of vocabulary

After deciding topic for the reading material, the next step which should be done by the material developers is the selection of appropriate vocabulary. Vocabulary is one of the most important components of language.[48] According to Ur, a reading text can be understood with almost no grammar, but it cannot be gotten without vocabulary.[49] Makundan stated that there are two important aspects which should be taken by ESL/EFL materials in selection vocabulary. They will be explained as follow:[50]

a)Selection of appropriate vocabulary

Selection of appropriate vocabulary is related to the linguistic factors of vocabulary such as frequency, range, coverage and defining power. However, according Makundan, the factor in selection appropriate vocabulary is also regarding to pedagogical issue like everyday use vocabulary.

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[47] Ibrahim M.Alfakih, Ahmed G. Siddik, The Role of Background … 44

[48] J. Makundan, "Issues in Materials … 66

[49] Penny Ur, *Teaching vocabulary: Going beyond the textbook*(Paper presented at the ETAI, RishonLezion, 2009), 11

[50] J. Makundan, "Issues in Materials … 68

In addition, Makundan also argued that the principle of the items which are more learnable than others should not be ignored.[51] For instance, the concrete words are easier than the abstract words because of the compositionality level. According to Khokhlova, concrete words define as the words which indicate material object, tangible and visible. While abstract words are the words which point to the things or notions that cannot be sense or touch in any other way.[52] There are some criteria to determine concrete or abstract words based on Khokholova theory which are identified from noun. First, concrete words are known to denote an object, while abstract words denote the quality and state the object such as wisdom, height, kindness. Second, abstract noun can be identified by adding suffixes -*tion, -ity, -ety, -ism, -ing, -ness* such as abbreviation and population, but it should be understood that it will be abstrac when denoting the process and will be concrete when denoting the result. Third, change the words into similar meaning because some abstract word don not have any suffixes, for example sense = preception, treason=treachery.

Similarly, according to Makundan everyday use vocabulary is dealing with the teachable vocabulary, more teachable vocabulary belongs to everyday use vocabulary. It happened when the teacher or the reader can act the vocabulary out.[53] Therefore, these factors should be noted in selecting appropriate vocabulary.

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[51] J. Makundan, “Issues in Materials … 69

[52] Natalia Khokholova. Undertanding of abstract noun in linguistic descipline. Procedia - Science and Behavioural Science, 136, 2013, 10

b)The effective presentation of vocabulary

Vocabulary should be effectively presented and recycled in order to be mastered by the learners. According Makundan, the repetition of vocabulary items in instructional reading materials should be carried out.[54] To master new vocabulary items, learners need not only to be exposed to most frequently forms but also to frequently revisit the vocabularies in the lessons and follow-up activities. Moreover, effective presentation of vocabulary items can be gotten by bringing readers' attention in reading assignment with different techniques. For instance, some of vocabulary items which necessary can be made different from others by coloring, underlining, boldfacing, glossing them in text or questioning them in follow-up reading activities.

b.Display Criteria

Another important aspect in electronic reading materials is display. Klement stated that electronic learning materials can be known as fully electronic which consists of hypertext interactive learning materials for the implementation of the distance learning through e-learning.[55] Electronic materials are designed not only content of the text but also considers many components such as pictures, multimedia elements, videos, hyperlink text layout, sound recordings, etc. According to Derewianka, the designer of electronic materials, multimedia provides the reader with information through the display aspect. Those criteria of display aspect in electronic reading materials will be explained as follow:[56]

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[53] J. Makundan, "Issues in Materials … 69

[54] J. Makundan, "Issues in Materials … 69

[55] Milan Klement, "Elements of Electronic Teaching Materials with Respect to Student's Cognitive Learning Styles". *Procedia – Social and Behavioral Sciences*, No. 112, 2014, 440.

1)On-the-spot Help

On-the-spot Help can make the process of reading smoother. It happens because of hypermedia links which provides immediate access to the dictionary. In some sites, a small dictionary window will automatically open when a reading text is selected. Therefore, the reader can type the unknown word, then it will provide with the definition in the dictionary.

However, the dictionary cannot give specific context meaning. Therefore, nowadays, electronic reading materials provide glossary in simple access by clicking on the word or icon. Glossary provides the readers with diagram, photo, animation or illustration to give a clue for the meaning of the words. It can or cannot also be accompanied by spoken or written text.

2)Supporting Comprehension

Good design of electronic text provides supporting comprehension for the reader in terms of the larger 'text' and the current 'page' on the display. In the current page, an advanced organizer is needed for the reader. It can be known in the beginning page, summarizing the main points of the texts should be covered. Then, in the immediate page, there is sidebar menu which provides available topics list related to the current page.

In addition, the text should be supported by multimedia element in order to make the readers easy to understand the text. Multimedia elements are showed in the form of picture or graphic (animated), sound and video. Those help the readers to build the meaning, identify relationship, fill the gaps, and integrate the information of the text.

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[56] Beverly Derewianka, "Developing Electronic … 203

3)Developing Comprehension Strategies

Developing comprehension strategies are important in order to teach the strategy of the reading for the reader. Materials developer provides a way to know the strategies which used in the reading materials. By clicking on the icon which accompanying the word, the reader can listen to an explanation of the strategy in reading text. The strategy which used is L1 or L2 such as skimming, scanning, predicting, linking and searching.

3.British Council Website

British Council is the International organization of UK which is focused on educational opportunities and cultural relation. It was founded in 1934. British Council received a Royal Charter and had the mission as promoting wide knowledge of the UK and English language abroad and developing closer cultural relations between the UK and other countries.[57]

The aim of British Council in the English Language is to help the transformation of national education system in order to bring the high-quality of language materials to every learner and teacher who wants. British Council facilitates the International students to come and study in the UK and British in order to experience for living abroad. Besides, British Council also facilitates schools around the world together through online, so both learners and teachers from different countries can learn each other.[58]

The website of British Council has been accessed by over 65 million people directly and 731 million people overall including online, through broadcasts and publication. British Council works with more 100 countries across the world in the fields of English language; arts and culture; and education and civil society. In English language, British Council website covers all of the language skills which consist of reading, writing, listening and speaking.

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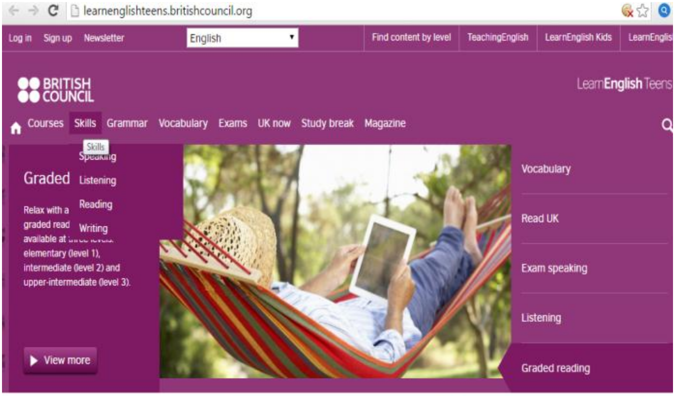
[57] British Council. "Our Organization" The United…

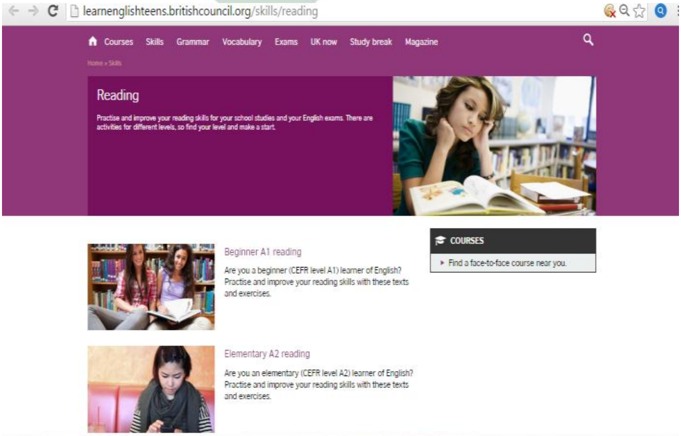
[58] British Council. "Our Organization" The United…


learnenglishteens.britishcouncil.org
Log in
Sign up
Newsletter
English
Find content by level
TeachingEnglish
LearnEnglish Kids
LearnEnglis
BRITISH COUNCIL
LearnEnglish Teens
Courses
Skills
Grammar
Vocabulary
Exams
UK now
Study break
Magazine
Skills
Speaking
Listening
Reading
Writing
Graded
View more
Vocabulary
Read UK
Exam speaking
Listening
Graded reading

Relax with a graded read available at … elementary (level 1), intermediate (level 2) and upper-intermediate (level 3).

Figure 2.1 Display of English Language on British Council

Figure 2.1 is the display of English Language on British Council which consists of four skills. Each skill is divided into four until five levels. They are beginner, elementary, intermediate, upper intermediate and advanced. For each skill consists of some features, they are instructions, preparation, materials, two until three different activities, worksheet and download, and discussion through the comment. However, this study only focuses on reading skill.


learnenglishteens.britishcouncil.org/skills/reading
Courses
Skills
Grammar
Vocabulary
Exams
UK now
Study break
Magazine
Home » Skills
Reading
COURSES
Find a face-to-face course near you.
Beginner A1 reading
Elementary A2 reading

Practise and improve your reading skills for your school studies and your English exams. There are activities for different levels, so find your level and make a start.

Are you a beginner (CEFR level A1) learner of English? Practise and improve your reading skills with these texts and exercises.

Are you an elementary (CEFR level A2) learner of English? Practise and improve your reading skills with these texts and exercises.

Figure 2.2 Display of Reading Skill on British Council

Figure 2.2 is the display of reading skill on website of British Council. It is divided into five levels; they are the beginner, elementary, intermediate, upper intermediate, and advanced. There are some features in each level such as the instruction, preparation of vocabulary, reading text, exercises and worksheet for download which consist of exercises, answers and text based on the topic and levels. In the beginner, there are 13 reading texts. In elementary level, there are 14 texts. In intermediate level, there are 13 texts. In the upper intermediate level, there are also 12 texts. In advance level, there are 10 texts. Therefore, there are 62 reading text in reading skill British Council. In this study, 27 reading materials from two levels will be analyzed. The levels are elementary and intermediate which are chosen from the result of preliminary research.

B.Previous Study

In this part, the researcher reviews some previous study related to this current study. First similar study conducted by Khalid Al-Seghayer from Sudi Arabia under the title *Effects of Electronic Reading Environments' Structure on L2 Reading Comprehension***.** This study aims to investigate the effects of electronic reading environments' structure on the L2 reading comprehension.[59] The subjects of this study were 40 ESL learners who were grouped based on the TOEFL score reading section through proficient and less-proficient groups. The findings showed that well structured of electronic texts increased reading comprehension and developed the coherent mental representation of electronic texts' content. Moreover, well structured of electronic texts were more helpful for less-proficient readers than more-proficient readers. In contrast, this current study analyzes reading materials in electronic text through website based on the good criteria of reading materials.

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[59] Khalid Al-Seghayer, "Effects of electronic Reading Environments' Structure on L2 Reading Comprehension", *Canadian Center of Science and Education*, No. 12, Vol. 10, 2017, 88

Another similar study is conducted by Michelle Schira Hagerman in Ottawa under the title *Disrupting Students' Online Reading and Research Habits: The LINKS Intervention and its Impact on Multiple Internet Text Integration Process***.** This study investigates the impact of teaching intervention or called by LINKS.[60] There were one control group and one treatment group in this study. The participants of this study were 16 students from public and independent school in the Midwestern state on the first semester of ninth grades. The result showed that LINKS had no significant impact on the frequencies, relative frequencies, and relative duration of the strategy used in online sessions. In the same side, this current study also investigates in online reading, but it is focus on the materials.

The third previous study comes from Carolin Hahnel, et.al entitled *Effects of Linear Reading, Basic Computer Skills, Evaluating Online Information and Navigation on Reading Digital Text.* This study aims to investigate how individual differences in comprehending digital text through navigation behavior and some underlying skills.[61] The subjects of this study were 888 students in age from 15 to 16 years old from 77 schools who studied in 212 PISA-eligible schools and some schools which were selected randomly. The procedure of this study has used the assessment of digital reading; linear reading, basic computer skills and also evaluation of online information. The result showed that basic computer skills and evaluating online information explained the performance of digital reading. Then, the effects of digital reading were mediated by navigation behavior of basic computer skills and digital reading but not between evaluating online information and digital reading. The difference between the previous study and the current study is the previous study only focused on the effect on digital reading text, while this study tries to explain the materials in the digital reading text.

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[60] Michelle Schira Hagerman, "Disrupting Students' Online Reading and Research Habits: The LINKS Intervention and its Impact on Multiple Internet Text Integration Processes", *Journal ofLiteracy and Technology*, No. 1 Vol. 18, 2017, 108

[61] CarolinHahnel, et. al, "Effects of Linear Reading, Basic Computer Skills, Evaluating Online Information, and Navigation on Reading Digital Text", *Computer in Human Behavior*, DOI:10.1016/j.chb.2015.09.042. 2015, 3

The next similar study is conducted by Rahima S. Akbar et.al from Kuwait under the title *Does E-Reading Enhance Reading Fluency?*. This study aims to investigate the effect of extensive reading from the e-book, through the use of downloadable reading application programs on the students' e-devices as the opposed to traditional book-reading in ESL context. It also aims to know the way e-book reading affects the students' reading rate, reading comprehension and attitudes in reading.[62] The designs of this study were mixing quantitative and qualitative. 40 freshman female students at College of Basic Education in English Department have participated in this study. As the result, e-reading increase the progress of students' reading rate. Besides, students who became lower level in reading from the conventional reading book than e-source had less positive attitudes toward e-reading. In contrast, this current study investigates electronic reading through reading website, while the previous study investigated through e-book.

The fifth study was conducted by Chrysoula Gatsou et.al from Greece. The title of the study is *E-Reading in Different Media: An Exploration of User Experience*. The aim of this study was investigating the use of mobile devices by testing on real users from various backgrounds.[63] In this study, the researcher compared two e-reading devices; dedicated e-reader through Cybook Odyssey and multifunctional device through the Apple iPad. Twelve participants became the subjects of this study which consist of seven males and five females. As the result, the users functioned better on the multifunctional device in terms of performance measures through navigation, task difficulty and satisfaction. The device which is used in the previous study and the current study make both studies different. In the previous study, the researcher used mobile device through Apple iPad, while in the current study the researcher uses website to analyze electronic reading materials.

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[62] Rahima S. Akbar, "Does E-Reading enhance Reading Fluency?", *Canadian Center of Science and Education*, Vol. 8 No.5, 2015, 196

[63] ChrysoulaGatsou et.al, "E-Reading in Different Media: An Exploration to User Experience", *International Journal of Computer Science and Applications*, Vol.13 No.2, 2016, 122

The sixth study was conducted by Monica Fraser and Marilyn Abbott with the title *Using Electronic Readers: Action Research in an Intermediate Adult ESL Class*. This study aims to explore adult ESL learners' experiences in using e-readers in the extensive e-reading program through action research. 21 intermediate ESL adult who consists of seven men and 14 women became the participants in this study. Mixed-method action research approach is used in this study. The result showed that the use of e-readers increased the learners' frequency and the volume of reading. Besides, it enhanced the reading enjoyment when compared with the reading of paper books. In other side, the previous study did the action research to know the use of electronic reading, while this current study investigate qualitative study through document analysis of electronic reading.

The last similar study was conducted by S.Salam in Gorontalo under the title *Developing Needs Analysis Based-Reading Comprehension Learning Materials: A Study on the Indonesian Language Study Program Students.* The purpose of this research was to describe the need for the development of reading comprehension teaching materials to students and lecturers of Indonesian Language and Literature Education Department, Gorontalo.[64] This research also aims to develop educational products in the form of teaching materials. The mixed research design was used in this study to explore the data needs of the development of reading materials learning. Quantitative data was used trough the responses of 36 respondents and 2 lecturers of the reading subjects. The results showed that the teaching materials currently still lack of the aspects of the content, the text type, the text genre, the text topic, and the evaluation of each learning unit. While the result of the previous study showed that teaching materials still lack of the aspect content, this current study investigate the aspect content of reading materials through website.

Generally, the previous studies focused on the impact of electronic reading materials with some objects such as reading comprehension, multiple internet text integration process, basic computer skill, reading fluency, and user experience. While this current study focuses on the analysis of electronic reading materials through content and display aspects.

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[64] S. Salam, "Developing Needs Analysis … 105

CHAPTER III
RESEARCH METHOD

This chapter discusses the method which is applied in this research. It consists of seven sections in this chapter: research design, research presence, data and source of data, research instrument, data analysis technique, checking validity findings and research stages.

A.Research Design

Content Analysis is used in this research to find out the answer to the research question. According to Krippendorff, content analysis is a research method which is used to make replicable and valid inferences from texts. It provides new insight; inform practical actions, or increases researchers' understanding of particular phenomenon.[65] This study analyzes reading text from online resources. The result of this study will be described in the form of words.

This current study is continuing the study on Ajeng Hidayatul Maghdalena's thesis from UIN Sunan Ampel Surabaya under the title Classification of Internet Language Learning Resources Based on Bloom's Taxonomy and The Four Language Skills. However, this current study focuses on reading skills especially in reading materials on British Council.

B.Researcher Presence

The researcher presence in this study is as a nonparticipant observer. According to Creswell, a nonparticipant observer is someone who observes something by visiting a site and recording notes without joining in the activities of the participants.[66] The researcher visits the website of British Council which only focuses on reading skill. Then, the researcher analyzes the aspect of content and display based on the mixing theories which was explained in chapter two.

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[65] Klaus Krippendorff, Content Anlaysis – An Introduction to Its Methodology (United Satate of America: Sage Publication Inc., 2004), 36.

[66] John W.Creswell, Educational Research: Planning, Conducting and Evaluating Quantitative and Qualitative Research, fourth edition (Boston: Pearson Education Inc., 2012), 214.

C.Data and Source of Data

1.Data

The data which is used in this study is reading materials on the website of language teaching and learning on British Council http://learnenglishteens.britishcouncil.org/skills/reading-skills-practice. There are five levels which consist of some reading passages and practices. For the beginner level, there are 13 reading passages. For elementary level, there are 14 passages. For intermediate level, there are 13 passages. For the upper intermediate level, there are also 12 passages. For advanced level, there are 10 passages. Therefore, there are 62 reading passages in reading skill British Council. However, this study only focuses on Intermediate level which consists of 13 texts based on preliminary research.

2.Source of Data

The source of data in this study is website which focuses on reading material on the website of British Council http://learnenglishteens.britishcouncil.org/skills/reading-skills-practice.

D.Research Instrument

The instrument of the research is needed to answer the research question of this study. According to Wiersma, the instrument is something which is used in order to measure the variables of research.[67] Observation checklist is used as the instrument of this study. The researcher will give the symbol of checklist (✔) in observation checklist for the reading materials in British Council website which appropriate with the criteria of good reading materials based on the theories.

The checklist is divided into two aspects. They are aspect of content and aspect of display. Each aspect is divided into some criteria which are consisted of 11 questions in the form of yes/no questions. In the aspect of content there are the selection of reading topics which consists of three criteria and the selection of vocabulary which consists of two criteria. While in the aspect of display, there are three criteria. They are on-the-spot Help, supporting comprehension and developing comprehension strategies. *(See appendix 4)*

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[67] Wiersma William, Research Method in Education: An Introduction., Seventh Edition. (Boston: Allyn and Bacon, 2000), 12.

E.Data Collection Technique

According to Creswell, data collection in qualitative design is divided into four; observations, interviews and questionnaires, documents, and audiovisual materials.[68] In this study, documents are used as to collect the data. Creswell stated that documents consists of records whether public or private which are obtained from site or participant in the study.[69] The researcher takes reading materials documents of British Council website which is consisted of 13 reading materials from intermediate level. The researcher starts to take the documents and analyzes the reading materials in British Council website on August 2018 until October 2018.

F.Data Analysis Technique

The data of this study is analyzed descriptively because qualitative method is used in this study. First, the researcher is overview the materials of reading skills in the official website of British Council on http://learnenglishteens.britishcouncil.org/skills/reading-skills-practice. The researcher simplifies the reading materials by choosing one level based on the result of preliminary research; that is intermediate. The intermediate level consists of 13 passages which will be as the primary data of this study. Second, the researcher selects checklist suggested by the complied theories and analyzed based on the criteria formulated by compiled theories which consist of 9 criteria to analyze aspect of content and display. Third, the researcher interprets and describes the result of the findings which is needed to find out the answer the research question. The data and information which has been gotten will be put in the table and chart. Lastly, the researcher concludes the result of the analysis qualitatively. The conclusion will be verified during the process of the research

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[68] John W.Creswell, Educational Research: Planning, Conducting… 212
[69] John W.Creswell, Educational Research: Planning, Conducting… 223

G.Checking Validity Findings

The accuracy of the research needs to be checked. In the qualitative method, there are three validation procedures such as member checking, triangulation, and auditing.[70] This study uses triangulation procedure as the validation procedure for checking the accuracy of the research. According to Creswell, triangulation is checking the validity of the research with different data sources by examining evidence from the sources.[71] There are four types of triangulation; they are triangulation by source, by the method, by observers and by theories. In this study, the researcher uses triangulation by observers. So, the data is confirmed and consulted to the expert lecturer.

H.Research Stages

The research stages of this study will be done as follow:

1.Preliminary Research

In order to clarify the problems regarding this research, the researcher begins this study by conducting preliminary research. The preliminary research helps the researcher in order to get information dealing with the problem of this study which is about reading materials. Through this step, the researcher ensures whether selecting and adapting reading materials from the online resource such as British Council is needed in teaching and learning process especially for student teachers who needs to prepare the materials before teaching practice started.

2.Designing Research Design

The researcher decides the title and writes the research question before continuing to the research design. After knowing the focus of this study, the researcher decides research design of this study by making outline including the data about reading materials which are needed in this study.

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[70] John W.Creswell, Educational Research: Planning … 262.

[71] John W.Creswell, Research Design: Qualitative, Quantitative, and Mixed Methods Approaches, third edition (Boston: Pearson Education Inc., 2009), 191.

3.Implementing Investigation of The Research

In this step, the researcher starts to investigate reading materials on British Council which became the main focus of this study. The researcher looks the reading materials carefully one by one while gave the checklist based on the mixing theories. In addition, the researcher also takes a note for additional information regarding reading materials on British Council.

4.Analyzing The Data

After the data has been collected, the researcher starts to analyze the data based on the theories which is explained in chapter II in order to answer the research question of this study. The data analysis technique consists of some steps; data reduction, data display, verification, and conclusion.

5.Concluding The Data

After obtaining the data and analyzing the data by using the theories, the researcher makes the conclusion of this study which will be as the final report of this research.

CHAPTER IV
RESEARCH FINDINGS AND DISCUSSION

In this chapter, the researcher presents the research findings and discussion. The researcher describes the result of the analysis in the research finding. While in the discussion, the researcher describes the findings about electronic reading materials in British Council.

A.Research Findings

This study had been conducted from August – October, 2018 by using the technique which is mentioned in the chapter III. The data of this study are analyzed in order to answer research question. The research question is how do electronic reading materials on British Council meet the criteria of good reading materials.

1.Electronic Reading Materials on British Council

To answer the research question, the researcher uses checklists *(see appendix 4)*. These following descriptions will describe the result of the checklist. It covers two aspects and several criteria. The first is the aspect of content. There are two categories in aspect of content; selection of reading topics and selection and use of vocabulary. It will be presented in the following table and chart in order to make the reader easier in interpreting and understanding the data.

a.Selection of reading topic

In selection of reading topics, there are three criteria; interesting topic, necessary topic and familiar topic. First is interesting topic. It is seen from situational interest point of view. According to Chen, Darst and Pangrazi, situational interest involves three person-activity such as novelty, exploration intention and attention demand which is functioning together to make the evaluation of interestingness.[72] Second is necessary topic. According to Makundan, reading material should be as authentic as possible or it is seen from the authenticity of the materials.[73] The more authentic the material is the more necessary the topic of the text. Third is familiar topic. According to Makundan, familiar topic is seen from the activities before reading by giving upcoming lesson materials to the readers into familiar context.[74] The result of observation checklist related to selection of reading topic is showed in the following table and chart.

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[72] Ang Chen, Paul W. Darst, and Robert P. Pangrazi. An examination … 384

[73] J. Makundan, "Issues in Materials … 66

Table 4.1 Selection of Reading Topics

No.	Title	Topics	Criteria		
			Interesting Topics	Necessary Topics	Familiar Topics
1.	Adventure travel	Holiday or travel	x	✓	✓
2.	An Olympic blog	Blogging or Olympic games	x	✓	✓
3.	Food and restaurants	Food or restaurants	x	✓	✓
4.	Foreign exchange emails	Email or student life	x	✓	✓
5.	Friendship Quiz	Friend or relationship	x	x	✓
6.	How to be a safe and smart searcher	Online safety or digital literacy	✓	x	✓
7.	Interview with Henry Smiles	Interview or pop music	x	x	✓

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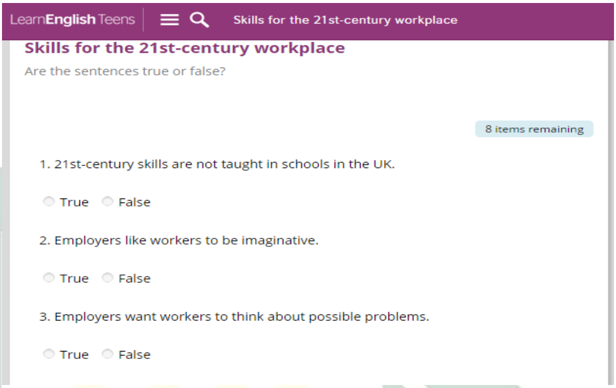
[74] J. Makundan, "Issues in Materials … 67

8.	Job adverts	Jobs or work	x	✓	✓
9.	Phone chat	Text message or mobile phone	x	x	✓
10.	Skills for 21st century workplace	Online safety or digital literacy	✓	x	✓
11.	The noticed board	Advertising	x	✓	✓
12.	Tips for being super-organized student	Study skill or homework	x	x	✓
13.	Travel guide	Travel or holiday	x	x	✓

On table 4.1, interesting topics are showed in the text number 6 and 10. It happened because the texts match with the criteria of interesting topics; novelty, exploration intention and attention demand. The text number 10 *Skills for 21st Century Workplace* belongs to interesting topic because the observation checklist result shows that all of the components to define interesting topic are match. The novelty of text number 10 can be seen from the topic which related to this era about online safety or digital literacy. That topic belongs to new topic because the information deficiency of the topic can motivate person’s exploration. In the exploration intention, text number 10 provides brainteasers in activities that request concentrated cognition and mental energy. The activities are dealing with true or false and gap fill about the topic of the text. The last is attention demand which is also owned by the text. It can be seen from available activities in the reading text which provide the readers in order to be engaged. The activities can be seen in the following figures.


LearnEnglish Teens
Skills for the 21st-century workplace
8 items remaining

Skills for the 21st-century workplace

Are the sentences true or false?

1. 21st-century skills are not taught in schools in the UK.

○ True ○ False

2. Employers like workers to be imaginative.

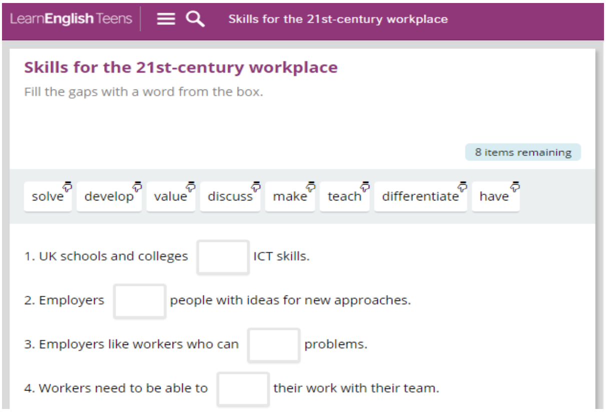
○ True ○ False

3. Employers want workers to think about possible problems.

○ True ○ False

Figure 4.1 True or false activity - Skills for 21st Century Workplace

Figure 4.1 shows that true or false activity consists of 8 items. There are two options true or false for each item which should be chosen by the readers. In the end of the items, there are two icons; finish and try again. When the readers click finish icon, the total score and the answer will be given. While try again icon will reset the readers' answer.


LearnEnglish Teens
Skills for the 21st-century workplace
8 items remaining

Skills for the 21st-century workplace

Fill the gaps with a word from the box.

solve develop value discuss make teach differentiate have

1. UK schools and colleges ☐ ICT skills.

2. Employers ☐ people with ideas for new approaches.

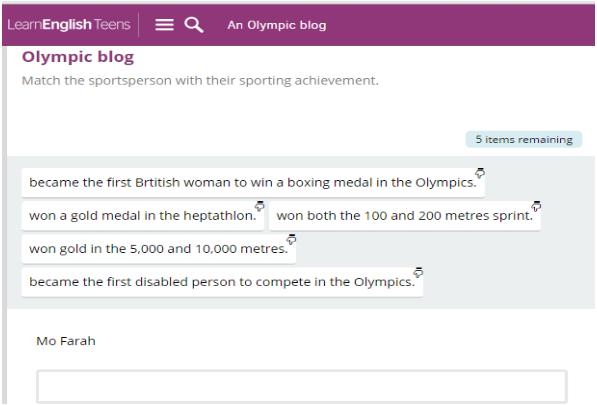
3. Employers like workers who can ☐ problems.

4. Workers need to be able to ☐ their work with their team.

Figure 4.2 Gap fill activity - Skills for 21st Century Workplace

Figure 4.2 shows that there are 8 items available in the gap fill activity in the reading text. The gaps should be filled with a word from the box. There are also 8 words in the boxes such as solve, develop, value, discuss, make, teach, differentiate and have. In the end of the gap fill activity. The readers should drag the word in the gap of the sentence in order to answer the gap fill activity. There are also two icons; those are finish which will show the score and the answer; and try again which will reset the activity.

In contrast, the text number 1, 2, 3, 4, 5, 7, 8, 9, 11, 12 and 13 belong to uninteresting topic. It happened because the texts do not match with the three or one of the criteria of interesting topic. For instance in the text number 2 with the title *An Olympic Blog*. The topic of the text is about blogging or Olympic Games. It does not match with one of the criteria of interesting topic. The novelty of the text cannot be got. It happened because this text talks about the Olympic Games in the blog which is not belong to new topic. On the other hand, exploration intention of the text provides activities which request concentrated cognition through matching and multiple choices. Similarly, attention demand on the text number 2 provides the reader with activities which can engage the readers. The activities can be seen as follow.



Olympic blog

Match the sportsperson with their sporting achievement.

became the first Brtitish woman to win a boxing medal in the Olympics.

won a gold medal in the heptathlon.

won both the 100 and 200 metres sprint.

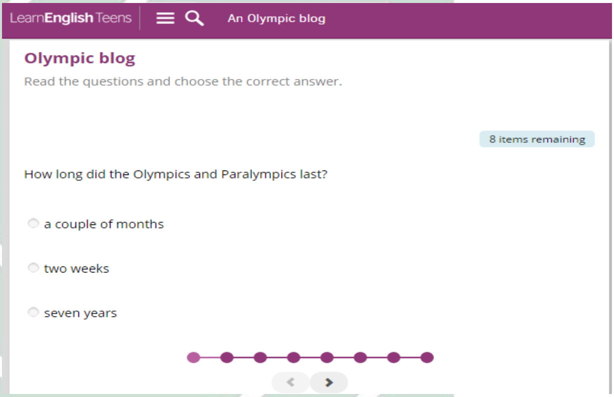
won gold in the 5,000 and 10,000 metres.

became the first disabled person to compete in the Olympics.

Mo Farah

Figure 4.3 Matching activity – An Olympic Blog

Figure 4.3 shows that there are 5 items in matching activity. The activity is dealing with the topic of the text. The readers should match the sportsperson like Mo Farah, Jessica Ennis, Nicola Adams, and Usain Bolt with the sports achievement which is reached by the sportsperson based on the text. In the end of the activity there are two icons finish and try again which can be used by the reader to now the score and reset the activity.



Olympic blog

Read the questions and choose the correct answer.

How long did the Olympics and Paralympics last?

○ a couple of months

○ two weeks

○ seven years

Figure 4.4 Multiple Choices activity – An Olympic Blog

Figure 4.4 shows that multiple choices activity consists of 8 items. Each item provides 3 options for the answer. The question is dealing with the text, for example question number 1 is how long did the Olympics and Paralympics last? The readers can answer by clicking on the answer provided in the display such as a couple of mounts, two weeks, or seven years. In the end of the questions the readers can check the score and answer by clicking icon finish and reset the answer by clicking icon try again.

Therefore, the result of interesting topics on British Council will be showed in the chart below.

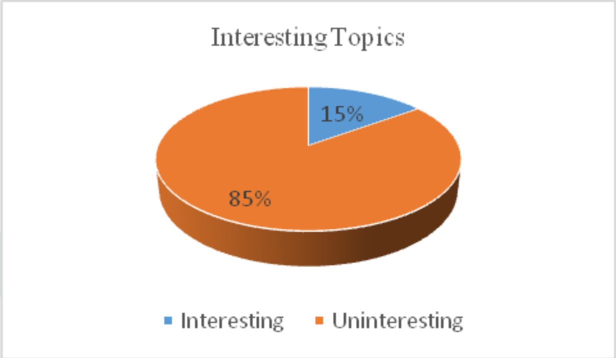


Chart 4.1 Interesting Topics

On chart 4.1 shows that there are 15% interesting topics and 85% uninteresting topics in reading materials. It can be concluded that there are 2 reading materials which match with interesting topics and 11 reading materials which do not provide interesting topics.

The second criterion in selection of reading topics is necessary topics. Necessary topic is seen from the authenticity of reading text. On table 4.1 shows that the amount necessary topics are less than unnecessary topics. It will be showed on the chart below.

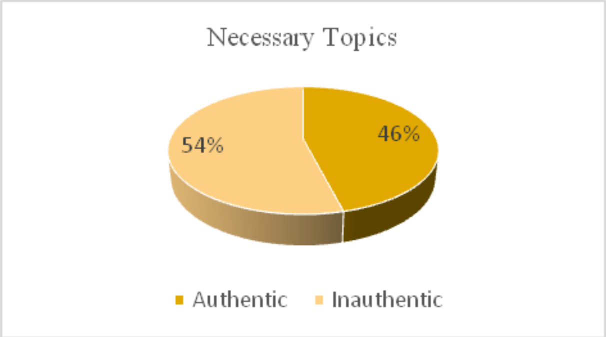
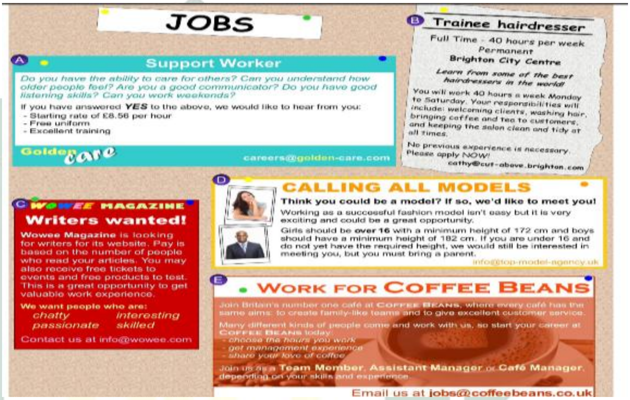


Chart 4.2 Necessary Topics

On chart 4.2 shows that there are 46% necessary topics and 54% unnecessary topics. There are authentic materials on the text number 1, 2, 3, 4, 8, and 11. They belong to authentic materials because the materials are prepared for non pedagogical purpose. For instance on the text number 8 under the title *Job Adverts.*



JOBS

A **Support Worker**

Do you have the ability to care for others? Can you understand how older people feel? Are you a good communicator? Do you have good listening skills? Can you work weekends?

If you have answered ***YES*** to the above, we would like to hear from you:
- Starting rate of £8.56 per hour
- Free uniform
- Excellent training

Golden care careers@golden-care.com

B **Trainee hairdresser**

Full Time - 40 hours per week
Permanent
Brighton City Centre

Learn from some of the best hairdressers in the world!

You will work 40 hours a week Monday to Saturday. Your responsibilities will include: welcoming clients, washing hair, bringing coffee and tea to customers, and keeping the salon clean and tidy at all times.

No previous experience is necessary. Please apply NOW!
cathy@cut-above.brighton.com

C WOWEE MAGAZINE
Writers wanted!

Wowee Magazine is looking for writers for its website. Pay is based on the number of people who read your articles. You may also receive free tickets to events and free products to test. This is a great opportunity to get valuable work experience.

We want people who are:
chatty *interesting*
passionate *skilled*

Contact us at info@wowee.com

D **CALLING ALL MODELS**

Think you could be a model? If so, we'd like to meet you!

Working as a successful fashion model isn't easy but it is very exciting and could be a great opportunity.

Girls should be **over 16** with a minimum height of 172 cm and boys should have a minimum height of 182 cm. If you are under 16 and do not yet have the required height, we would still be interested in meeting you, but you must bring a parent.

info@top-model-agency.uk

E **WORK FOR COFFEE BEANS**

Join Britain's number one café at COFFEE BEANS, where every café has the same aims: to create family-like teams and to give excellent customer service.

Many different kinds of people come and work with us, so start your career at COFFEE BEANS today:
- *choose the hours you work*
- *get management experience*
- *share your love of coffee*

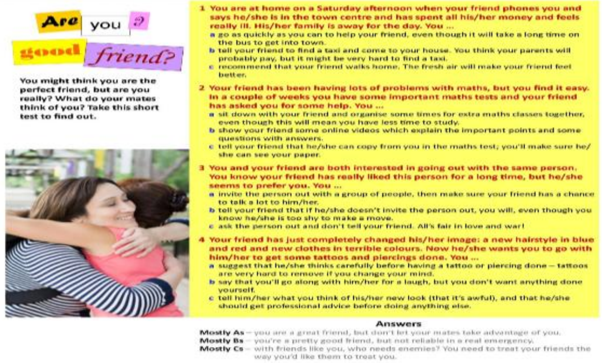
Join us as a **Team Member**, **Assistant Manager** or **Café Manager**, depending on your skills and experience.

Email us at **jobs@coffeebeans.co.uk**

Figure 4.5 Authentic Materials – Job Adverts

On figure 4.5 shows that authentic materials on the reading text is in the form of advertisement. The advertisement is dealing with job. In the one display of the advertisement consists of 5 different kinds of advertisement such as support worker, trainee hairdressers, writers, models and work for coffee bean.

In contra, there are 54% inauthentic materials. It can be seen on table 4.1 inauthentic materials are on the text number 5, 6, 7, 9, 10, 12, and 13. They belong to inauthentic materials because the texts are prepared for pedagogical purpose.



Are you good friend?

You might think you are the perfect friend, but are you really? What do your mates think of you? Take this short test to find out.

1 You are at home on a Saturday afternoon when your friend phones you and says he/she is in the town centre and has spent all his/her money and feels really ill. His/her family is away for the day. You ...
- a go as quickly as you can to help your friend, even though it will take a long time on the bus to get into town.
- b tell your friend to find a taxi and come to your house. You think your parents will probably pay, but it might be very hard to find a taxi.
- c recommend that your friend walks home. The fresh air will make your friend feel better.

2 Your friend has been having lots of problems with maths, but you find it easy. In a couple of weeks you have some important maths tests and your friend has asked you for some help. You ...
- a sit down with your friend and organise some times for extra maths classes together, even though this will mean you have less time to study.
- b show your friend some online videos which explain the important points and some questions with answers.
- c tell your friend that he/she can copy from you in the maths test; you'll make sure he/she can see your paper.

3 You and your friend are both interested in going out with the same person. You know your friend has really liked this person for a long time, but he/she seems to prefer you. You ...
- a invite the person out with a group of people, then make sure your friend has a chance to talk a lot to him/her.
- b tell your friend that if he/she doesn't invite the person out, you will, even though you know he/she is too shy to make a move.
- c ask the person out and don't tell your friend. All's fair in love and war!

4 Your friend has just completely changed his/her image: a new hairstyle in blue and red and new clothes in terrible colours. Now he/she wants you to go with him/her to get some tattoos and piercings done. You ...
- a suggest that he/she thinks carefully before having a tattoo or piercing done – tattoos are very hard to remove if you change your mind.
- b say that you'll go along with him/her for a laugh, but you don't want anything done yourself.
- c tell him/her what you think of his/her new look (that it's awful), and that he/she should get professional advice before doing anything else.

Answers

Mostly As – you are a great friend, but don't let your mates take advantage of you.
Mostly Bs – you're a pretty good friend, but not reliable in a real emergency.
Mostly Cs – with friends like you, who needs enemies? You need to treat your friends the way you'd like them to treat you.

digilib.uinsby.ac.id digilib.uins nsby.ac.id

Figure 4.6 Inauthentic Materials – Friendship Quiz text

Figure 4.6 shows inauthentic materials on the text number 5 with the title *Friendship Quiz*. It belongs to inauthentic materials because it is prepared for pedagogical purpose. Reading text number 5 provides the readers about friendship in the form of quiz. There are 5 questions in the friendship quiz which also provides 3 options for the answer of the quiz for each number. In the end of the quiz, there are key answers to check the result of the quiz. It can be concluded that there are 6 necessary topics and 7 unnecessary topics available in British Council.

The third criterion in selection of reading topics is familiar topics. On table 4.1 shows that all of the reading materials match with familiar topics. It can be seen from the activity related to the topic before reading materials. It will be drawn in to chart below.

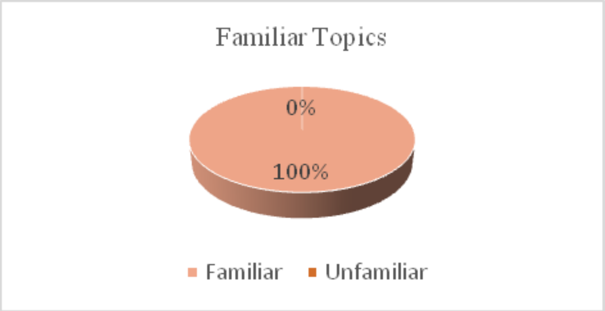
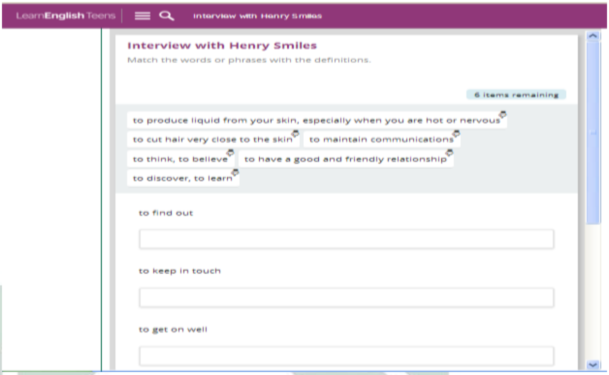


Chart 4.3 Familiar Topics

On chart 4.3 shows that 100% of reading materials belong to familiar topics. It means that text number 1 until 13 matches with the criteria of familiar topics. Familiar topics can be seen from available activity before reading text. The activity is dealing with the glossary which provides the reader through the words match with picture, definition, gap fill or similar meaning.



Interview with Henry Smiles

Match the words or phrases with the definitions.

to produce liquid from your skin, especially when you are hot or nervous

to cut hair very close to the skin

to maintain communications

to think, to believe

to have a good and friendly relationship

to discover, to learn

to find out

to keep in touch

to get on well

Figure 4.7 Familiar Topics – Interview with Henry Smiles text

On figure 4.7 shows that text number 7 with the title *Interview with Henry Smiles* is provide activity in the form of match words with definition related to the topic of the text before reading text appeared. The activity consists of 6 items of words or phrases which should be matched with the definition by dragging the words or phrases into the boxes. Therefore, British Council provides familiar topics for all reading materials or 13 texts.

b.Selection and use of vocabulary

There are two criteria in the selection and use of vocabulary. They are appropriate vocabulary and effective presentation of vocabulary. According to Makundan, appropriate vocabulary is seen from everyday use vocabulary which is teachable and learnable such as concrete word is better than abstract word because it can be act out. [75] While the second criterion in selection and use of vocabulary is effective presentation of vocabulary. Makundan stated that effective presentation of vocabulary is seen from the vocabulary which is highlighted by using by coloring, underlining, boldfacing, glossing them in text or questioning them in follow-up reading activities.[76] The observation checklist result dealing with selection and use of vocabulary will be drawn on the table below.

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[75] J. Makundan, “Issues in Materials … 67

Table 4.2 Selection and Use of Vocabulary

No.	**Title**	**Topics**	**Criteria**	
			Appropriate	**Effective**
1.	Adventure travel	Holiday or travel	x	✓
2.	An Olympic blog	Blogging or Olympic games	x	✓
3.	Food and restaurants	Food or restaurants	x	✓
4.	Foreign exchange emails	Email or student life	x	✓
5.	Friendship Quiz	Friend or relationship	x	✓
6.	How to be a safe and smart searcher	Online safety or digital literacy	x	✓
7.	Interview with Henry Smiles	Interview or pop music	x	✓
8.	Job adverts	Jobs or work	x	✓
9.	Phone chat	Text message or	x	✓

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[76] J. Makundan, "Issues in Materials … 69

		mobile phone		
10.	Skills for 21st century workplace	Online safety or digital literacy	x	✓
11.	The noticed board	Advertising	x	✓
12.	Tips for being super-organized student	Study skill or homework	x	✓
13.	Travel guide	Travel or holiday	x	✓

On table 4.2 shows that all of the reading materials provide inappropriate vocabularies. The vocabularies are less learnable and teachable. It consists of many abstract vocabularies. It will be showed in the chart below:

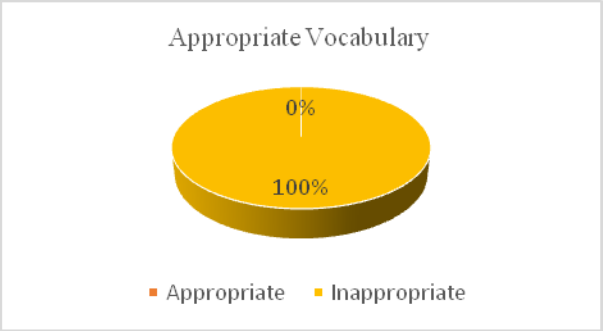


Chart 4.4 Appropriate vocabularies

On chart 4.4 shows that 100% of reading materials are not provided by appropriate vocabularies. It means that there are 13 reading materials which do not match with the criteria of appropriate vocabulary. For instance in the text number 3 with the title *Food and Restaurant does not* provide learnable and teachable vocabularies. It is known because the reading text uses more abstract words than concrete words. For instance the concrete words consists of 33 words such as *restaurant, cinema, a show, dishes, lamb, chicken, customers, meal, pasta, seafood, cafes, sausages, beans, bread, bacon, egg, tea, food, vegetarian snack, fruit, cappuccino, cake, producers, cheese, dining room, flower, hamburger, owner, dessert, meat, fish, chocolate, pizza and steak.* While the abstract words consists of 50 words such as *centrally, perfect, before, after, popular, mild, medium, hot, brave, like, great, money, stylish, chefs, traditional, contemporary, remember, full, strong, during, favorite, pretty, healthy, tasty, smoothie, delicious, possible, many, different, reasonably, expensive, lovely, elegant, amazing, fancy, old-fashioned, perfection, super-quick, speed, quality, important, bad, realized, preferred, excited, range, improves, taste, sweet, excellent, and classic.* In addition, the teachable vocabulary consists of 14 words such as *eating, cooked, value, lunch, evening, trained, make, served, breakfast, listen, afternoon, dinner, looking, want, and come.*

In other side, on table 4.2 all of the reading materials use effective presentation of vocabulary through different from of vocabulary by coloring, boldfacing, underlining, glossing them in text or questioning them in follow-up reading activities. It will also be showed in the chart below:

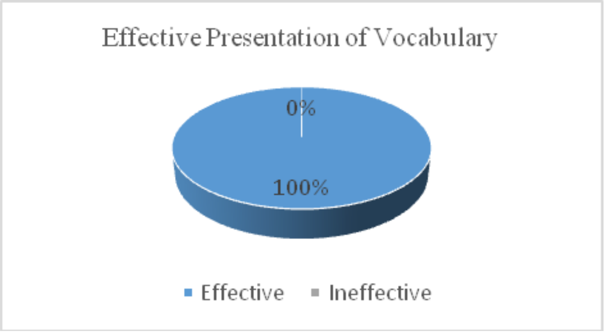
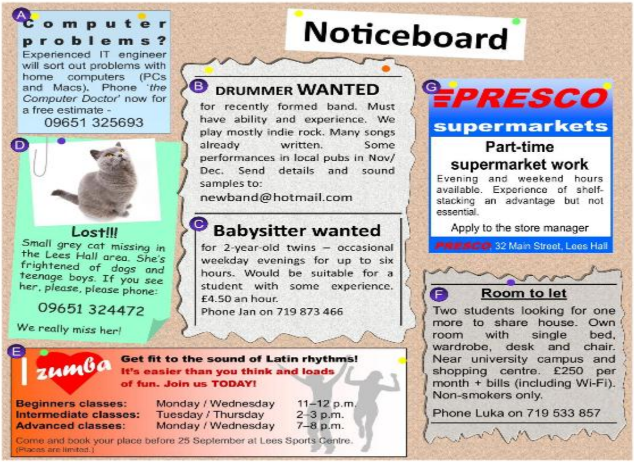


Chart 4.5 Effective Presentation of Vocabulary

On chart 4.5 shows that 100% reading materials provide effective presentation of vocabularies. It is known in the display of reading text which provides the text with coloring, boldfacing, underlining and glossing them in text or questioning them in follow-up reading activities. For instance in text number 11 with the title *The Notice Board.*



Noticeboard

A **Computer problems?**
Experienced IT engineer will sort out problems with home computers (PCs and Macs). Phone '*the Computer Doctor*' now for a free estimate -
09651 325693

B **DRUMMER WANTED**
for recently formed band. Must have ability and experience. We play mostly indie rock. Many songs already written. Some performances in local pubs in Nov/Dec. Send details and sound samples to:
newband@hotmail.com

C **Babysitter wanted**
for 2-year-old twins – occasional weekday evenings for up to six hours. Would be suitable for a student with some experience. £4.50 an hour.
Phone Jan on 719 873 466

D **Lost!!!**
Small grey cat missing in the Lees Hall area. She's frightened of dogs and teenage boys. If you see her, please, please phone:
09651 324472
We really miss her!

E I ♥ zumba
Get fit to the sound of Latin rhythms!
It's easier than you think and loads of fun. Join us TODAY!

Beginners classes:	Monday / Wednesday	11–12 p.m.
Intermediate classes:	Tuesday / Thursday	2–3 p.m.
Advanced classes:	Monday / Wednesday	7–8 p.m.

Come and book your place before 25 September at Lees Sports Centre.
(Places are limited.)

F **Room to let**
Two students looking for one more to share house. Own room with single bed, wardrobe, desk and chair. Near university campus and shopping centre. £250 per month + bills (including Wi-Fi). Non-smokers only.
Phone Luka on 719 533 857

G **PRESCO supermarkets**
Part-time supermarket work
Evening and weekend hours available. Experience of shelf-stacking an advantage but not essential.
Apply to the store manager
PRESCO, 32 Main Street, Lees Hall

Figure 4.8 Presentation of Vocabulary – The Notice board text

Figure 4.8 shows that the text number 11 belongs to effective presentation of vocabulary. It happened because the text is fully covers all of the components of the effective presentation of vocabularies. The vocabularies are presented by coloring for instance in the words *EPRESCO, zumba, and it's easier than you think and lots of fun Join us today*. Boldfacing is in the words *computer problem, drummer wanted, part-time supermarket work, lost, babysitter wanted and room to let*. Glossing vocabularies in texts appear in the glossary in each reading materials and questioning them in follow-up reading activities appear in the available activities after reading text. In sum up, all of reading materials on British Council provide effective presentation of vocabulary.

The second aspect after aspect of content is display. It consists of three criteria; On-the-spot Help, Supporting Comprehension, and Developing Comprehension Strategies. On-the-spot Help is about glossary.

a.On-The-Spot Help

According to Derewianka, in electronic reading materials, glossary provides the readers with diagram, photo, animation or illustration to give a clue for the meaning of the words which accompanied by spoken or written text.[77] The result of On-The-Spot Help in electronic reading materials of British Council will be presented in the following table and chart.

Table 4.3 On-The-Spot Help

No.	Topics	Title	Glossary
1.	Holiday or travel	Adventure travel	✓
2.	Blogging or Olympic games	An Olympic blog	✓
3.	Food or restaurants	Food and restaurants	✓
4.	Email or student life	Foreign exchange emails	✓
5.	Friend or relationship	Friendship Quiz	✓
6.	Online safety or digital literacy	How to be a safe and smart searcher	✓
7.	Interview or pop music	Interview with Henry Smiles	✓

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[77] Beverly Derewianka, "Developing Electronic … 203

8.	Jobs or work	Job adverts	✓
9.	Text message or mobile phone	Phone chat	✓
10.	Online safety or digital literacy	Skills for 21st century workplace	✓
11.	Advertising	The noticed board	✓
12.	Study skill or homework	Tips for being super-organized student	✓
13.	Travel or holiday	Travel guide	✓

On table 4.3 shows that all of the reading materials provide glossary. The glossary is provided in the different ways, such as glossary in the form of match the words with pictures, glossary in the form of match the words with definitions, glossary in the gap fill activity, and glossary in the form of match the words with similar meaning. It will be presented in the chart below.

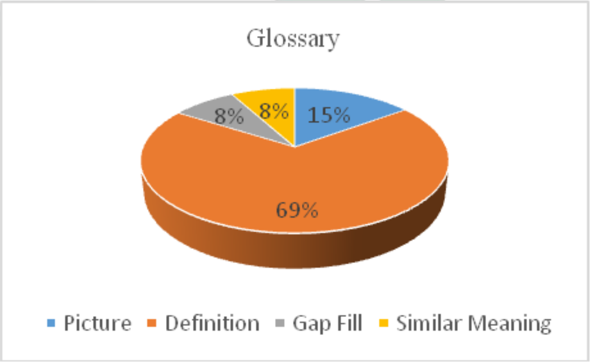


Chart 4.6 Glossaries

On chart 4.6 shows that there are 15% of glossaries used in the reading materials which provide the words with pictures. It means that there are 2 glossaries in the form of match the words with pictures on the text number 1 with the title *Adventure Travel* and text number 3 with the title *Food and Restaurant*.

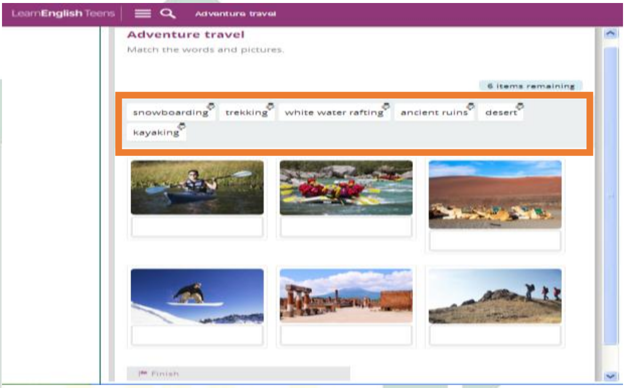
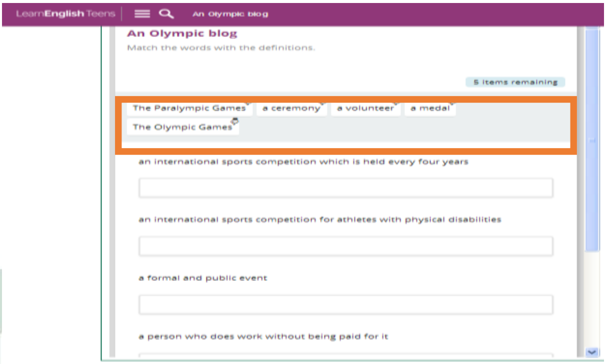

LearnEnglish Teens
Adventure travel
Adventure travel
Match the words and pictures.
6 items remaining
snowboarding
trekking
white water rafting
ancient ruins
desert
kayaking
Finish

Figure 4.9 Glossaries in the form of match the words with pictures

Figure 4.9 shows that the glossary of the text number 1 with the title *Adventure Travel* is in the form of words and picture. There are 6 words in the glossary such as snowboarding, tracking, white water rafting, ancient ruins, desert, and kayaking. Those words are related to the topic of holiday or travel. The words in the boxes should be matched with the pictures by drag the word in the empty box of the picture. In the end of the glossary, there are two icons; finish and try again which make the reader know about the score and answer, and also reset the answer of the glossary.

On chart 4.6 shows that there are 69% glossary provided with definition. It means that there are 9 glossaries in the form of match the words with definitions on the text number 2, 4, 5, 6, 7, 8, 9, 11, and 13.



An Olympic blog

Match the words with the definitions.

The Paralympic Games
a ceremony
a volunteer
a medal
The Olympic Games

an international sports competition which is held every four years

an international sports competition for athletes with physical disabilities

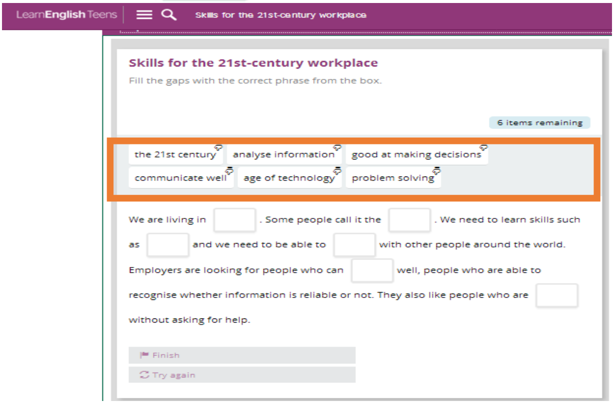
a formal and public event

a person who does work without being paid for it

Figure 4.10 Glossaries in the form of match the words with definition

Figure 4.10 shows that the glossary in the text number 2 with the title *The Olympic Games* provide the words with definitions. There are 5 words dealing with the topics such as the Paralympics Games, a ceremony, a volunteer, a medal and the Olympic Games. There are also 5 definitions which should be matched with the definition. The readers can match the words with the definitions by drag the words in the boxes.

On chart 4.6 shows that there are 8% glossary in the form of gap fill activity. It means that there is 1 glossary in the form of gap fill on the text number 10 with the title *Skills for the 21st century workplace.*



Skills for the 21st-century workplace

Fill the gaps with the correct phrase from the box.

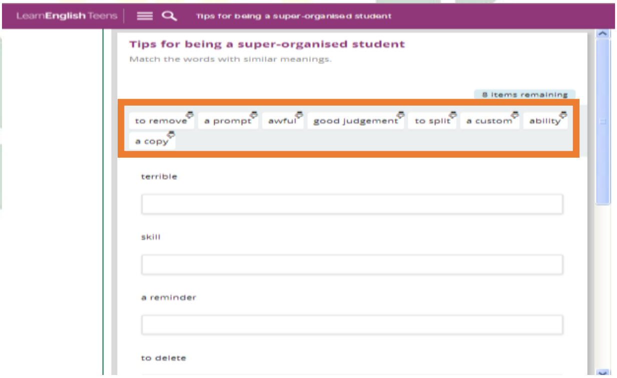
the 21st century
analyse information
good at making decisions
communicate well
age of technology
problem solving

We are living in ____ . Some people call it the ____ . We need to learn skills such as ____ and we need to be able to ____ with other people around the world. Employers are looking for people who can ____ well, people who are able to recognise whether information is reliable or not. They also like people who are ____ without asking for help.

Figure 4.11 Glossaries in the form of gap fill

Figure 4.11 shows that the glossary is provided in the form of gap fill. There is a short paragraph related to the topic which is consisted of 6 gaps. The gaps should be filled by the provided words or phrases above the text related to the topic such as the 21st century, analyze information, good at making decision, communicate well, age of technology, and problem solving. Readers should drag the words into the gaps in the paragraph. To check the score and answer, the readers can click the icon finish above the text and can reset the answer by clicking icon try again above the text.

There is also 8% of glossary in the form of match the word with similar meaning. It means there is 1 glossary in the form of match the word with similar meaning on the text number 12 with the title *Tips for being super-organized students*.


LearnEnglish Teens
Tips for being a super-organised student

Tips for being a super-organised student

Match the words with similar meanings.

8 items remaining
to remove
a prompt
awful
good judgement
to split
a custom
ability
a copy

terrible

skill

a reminder

to delete

Figure 4.12 Glossaries in the form of match the words with similar meaning

Figure 4.12 shows that the glossary is in the form of word and similar meaning. There are 8 words dealing with the topics such as to remove, a prompt, awful, good judgment, to split, a custom, ability, a copy which should be matched with the similar meaning or known as synonym. After finish dragging the words with the similar meaning in the boxes, the readers can click the icon finish to know the answer and score, and click icon try again to reset the answer. Therefore, glossaries are provided for all reading materials on British Council.

b.Supporting Comprehension

The next criterion after On-the-Spot help is Supporting Comprehension. In Supporting Comprehension, they are advanced organizer of page and supports by multimedia elements. Derewianka stated that advanced organizer of page is dealing with summarizing main point in the beginning and providing reminder topics in the sidebar menu. While multimedia elements are consists of pictures, graphics, animated, sounds and videos.[78]

Table 4.4 Supporting Comprehension

No.	**Topics**	**Title**	**Criteria**	
			Advanced Organizer	**Multimedia Elements**
1.	Holiday or travel	Adventure travel	✓	✓
2.	Blogging or Olympic games	An Olympic blog	✓	✓
3.	Food or restaurants	Food and restaurants	✓	✓
4.	Email or student life	Foreign exchange emails	✓	x

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[78] Beverly Derewianka, "Developing Electronic … 204

5.	Friend or relationship	Friendship Quiz	✓	✓
6.	Online safety or digital literacy	How to be a safe and smart searcher	✓	x
7.	Interview or pop music	Interview with Henry Smiles	✓	✓
8.	Jobs or work	Job adverts	✓	✓
9.	Text message or mobile phone	Phone chat	✓	x
10.	Online safety or digital literacy	Skills for 21st century workplace	✓	✓
11.	Advertising	The noticed board	✓	✓
12.	Study skill or homework	Tips for being super-organized student	✓	✓
13.	Travel or holiday	Travel guide	✓	✓

On table 4.4 shows that all of the reading materials on British Council are supported by advanced organizer of page and multimedia elements. In advanced organizer of page, all of the text use advanced organizer of the page by providing summarizing main points for each reading materials in the beginning page. Besides, it also provides the sidebar menu of topic reminder in the immediate page based on the level of the reading. It will be showed in the chart below.

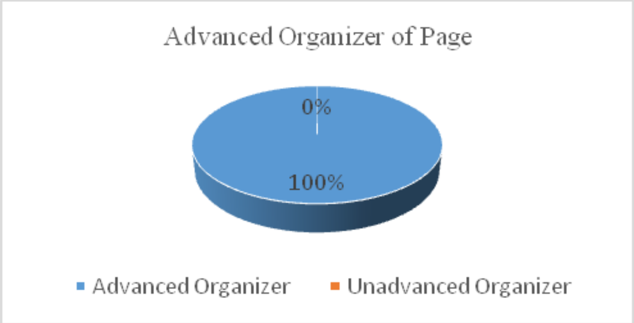
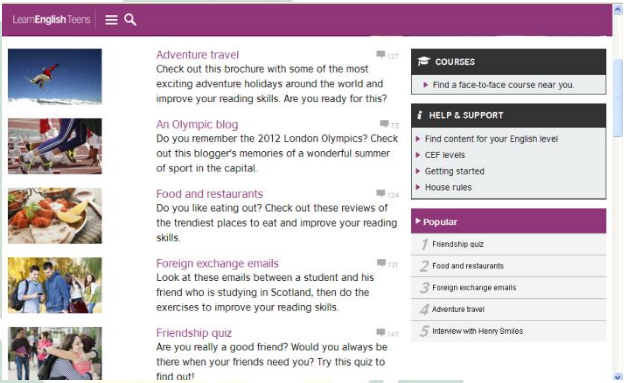


Chart 4.7 Advanced Organizer of page

Based on chart 4.7, 100% reading materials are provided by an advanced organizer of the page. In other words, 13 reading materials are provided by summarizing main point and provided by sidebar menu as a reminder of the topics available which are related to the current page.


LearnEnglish Teens
COURSES
Find a face-to-face course near you.
HELP & SUPPORT
Find content for your English level
CEF levels
Getting started
House rules
Popular
1 Friendship quiz
2 Food and restaurants
3 Foreign exchange emails
4 Adventure travel
5 Interview with Henry Smiles
127
75
134
131
147

Adventure travel
Check out this brochure with some of the most exciting adventure holidays around the world and improve your reading skills. Are you ready for this?

An Olympic blog
Do you remember the 2012 London Olympics? Check out this blogger's memories of a wonderful summer of sport in the capital.

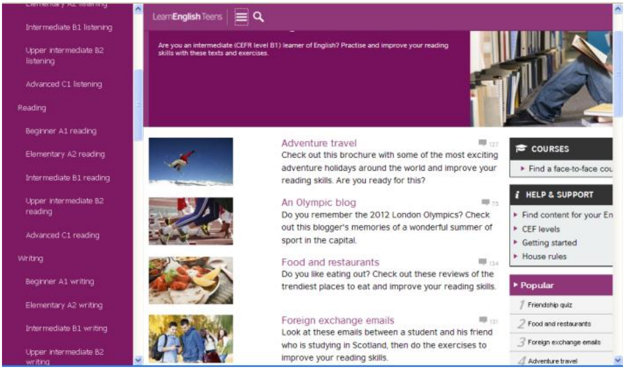
Food and restaurants
Do you like eating out? Check out these reviews of the trendiest places to eat and improve your reading skills.

Foreign exchange emails
Look at these emails between a student and his friend who is studying in Scotland, then do the exercises to improve your reading skills.

Friendship quiz
Are you really a good friend? Would you always be there when your friends need you? Try this quiz to find out!

Figure 4.13 Summarizing the main points in the beginning page

Figure 4.13 shows that reading skill on British Council provides summarizing of main point in the beginning of the page. The summarizing is dealing with the topic which is also provided by the information of what reader should do with the text.


Intermediate B1 listening
Upper intermediate B2 listening
Advanced C1 listening
Reading
Beginner A1 reading
Elementary A2 reading
Intermediate B1 reading
Upper intermediate B2 reading
Advanced C1 reading
Writing
Beginner A1 writing
Elementary A2 writing
Intermediate B1 writing
Upper intermediate B2 writing
LearnEnglish Teens
COURSES
Find a face-to-face cou
HELP & SUPPORT
Find content for your En
CEF levels
Getting started
House rules
Popular
1 Friendship quiz
2 Food and restaurants
3 Foreign exchange emails
4 Adventure travel

Are you an intermediate (CEFR level B1) learner of English? Practise and improve your reading skills with these texts and exercises.

Adventure travel
Check out this brochure with some of the most exciting adventure holidays around the world and improve your reading skills. Are you ready for this?

An Olympic blog
Do you remember the 2012 London Olympics? Check out this blogger's memories of a wonderful summer of sport in the capital.

Food and restaurants
Do you like eating out? Check out these reviews of the trendiest places to eat and improve your reading skills.

Foreign exchange emails
Look at these emails between a student and his friend who is studying in Scotland, then do the exercises to improve your reading skills.

Figure 4.14 shows that the sidebar menu is provided in the display of reading skill on British Council. The sidebar menu will be appeared when it is clicked on the icon of three overlap lines or beside of search icon. The topics appear based on the level of reading text by clicking on the level in the sidebar menu. It can be concluded that all of reading materials provide an advanced organizer of page in the form of summarizing and sidebar menu.

While multimedia elements which is showed on table 4.4 shows that the amount of supported multimedia element by the pictures in reading materials is more than unsupported multimedia element in reading materials. It will be drawn in the chart below.

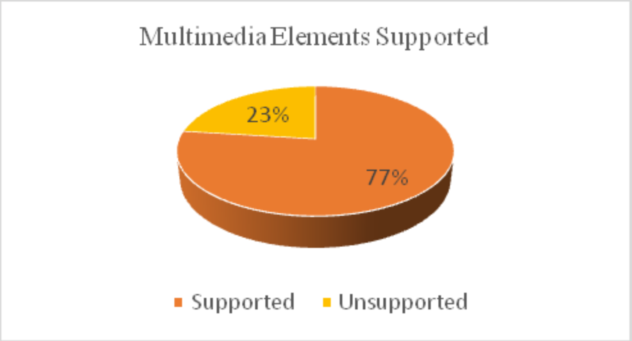
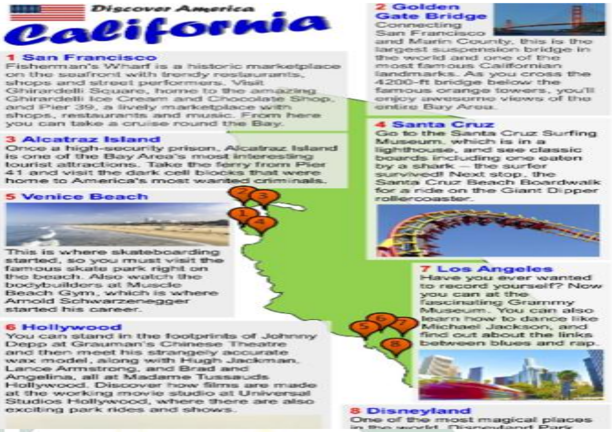


Chart 4.8 Supported by Multimedia Elements

On chart 4.8 shows that there are 77% reading materials which are supported by multimedia elements. Multimedia elements in the form of pictures are in the reading text number 1, 2, 3, 5, 7, 8, 10, 11, 12, and 13. While 23% reading materials are not supported by multimedia elements. Reading materials belongs to unsupported multimedia elements are in the reading text number 4, 6, and 9 because it is not supported by pictures, graphics, animated, video, and sound.


Discover America
California

1 San Francisco
Fisherman's Wharf is a historic marketplace on the seafront with trendy restaurants, shops and street performers. Visit Ghirardelli Square, home to the amazing Ghirardelli Ice Cream and Chocolate Shop, and Pier 39, a lively marketplace with shops, restaurants and music. From here you can take a cruise round the Bay.

3 Alcatraz Island
Once a high-security prison, Alcatraz Island is one of the Bay Area's most interesting tourist attractions. Take the ferry from Pier 41 and visit the dark cell blocks that were home to America's most wanted criminals.

5 Venice Beach
This is where skateboarding started, so you must visit the famous skate park right on the beach. Also watch the bodybuilders at Muscle Beach Gym, which is where Arnold Schwarzenegger started his career.

6 Hollywood
You can stand in the footprints of Johnny Depp at Grauman's Chinese Theatre and then meet his strangely accurate wax model, along with Hugh Jackman, Lance Armstrong, and Brad and Angelina, all at Madame Tussauds Hollywood. Discover how films are made at the working movie studio at Universal Studios Hollywood, where there are also exciting park rides and shows.

2 Golden Gate Bridge
Connecting San Francisco and Marin County, this is the largest suspension bridge in the world and one of the most famous Californian landmarks. As you cross the 4200-ft bridge below the famous orange towers, you'll enjoy awesome views of the entire Bay Area.

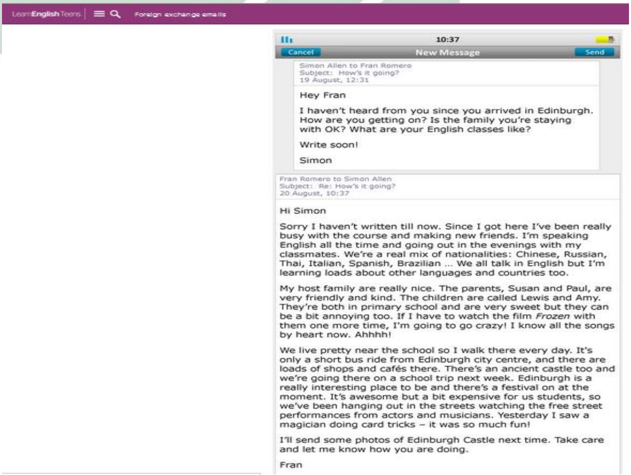
4 Santa Cruz
Go to the Santa Cruz Surfing Museum, which is in a lighthouse, and see classic boards including one eaten by a shark – the surfer survived! Next stop, the Santa Cruz Beach Boardwalk for a ride on the Giant Dipper rollercoaster.

7 Los Angeles
Have you ever wanted to record yourself? Now you can at the fascinating Grammy Museum. You can also learn how to dance like Michael Jackson, and find out about the links between blues and rap.

8 Disneyland
One of the most magical places

Figure 4.15 Supported Multimedia Elements - Travel Guide

Figure 4.15 shows that the text number 13 with the title *Travel Guide* is supported by multimedia elements through pictures. There are five pictures about tourism object which are appeared in the text. The pictures are about maps, Venice beach, Golden Gate Bridge, Santa Cruz and Los Angles.



Simon Allen to Fran Romero
Subject: How's it going?
19 August, 12:31

Hey Fran

I haven't heard from you since you arrived in Edinburgh. How are you getting on? Is the family you're staying with OK? What are your English classes like?

Write soon!

Simon

Fran Romero to Simon Allen
Subject: Re: How's it going?
20 August, 10:37

Hi Simon

Sorry I haven't written till now. Since I got here I've been really busy with the course and making new friends. I'm speaking English all the time and going out in the evenings with my classmates. We're a real mix of nationalities: Chinese, Russian, Thai, Italian, Spanish, Brazilian ... We all talk in English but I'm learning loads about other languages and countries too.

My host family are really nice. The parents, Susan and Paul, are very friendly and kind. The children are called Lewis and Amy. They're both in primary school and are very sweet but they can be a bit annoying too. If I have to watch the film *Frozen* with them one more time, I'm going to go crazy! I know all the songs by heart now. Ahhhh!

We live pretty near the school so I walk there every day. It's only a short bus ride from Edinburgh city centre, and there are loads of shops and cafés there. There's an ancient castle too and we're going there on a school trip next week. Edinburgh is a really interesting place to be and there's a festival on at the moment. It's awesome but a bit expensive for us students, so we've been hanging out in the streets watching the free street performances from actors and musicians. Yesterday I saw a magician doing card tricks – it was so much fun!

I'll send some photos of Edinburgh Castle next time. Take care and let me know how you are doing.

Fran

Figure 4.16 shows that text number 4 with the title *Foreign Exchange Emails* belongs to unsupported multimedia elements. It is happened because the text only consists of written text about an email without picture, video, graphic or sound. In sum up, there are 10 reading materials which are provided by multimedia elements, while 3 reading materials are not provided by multimedia elements.

c.Developing Comprehension Strategy

The last criterion in aspect of display is developing comprehension strategies. According to Derewianka, developing comprehension strategy can be gotten through the icon which can explain the strategy used in L1 or L2 in the reading text.[79]

Table 4.5 Strategy Provided

No.	**Topics**	**Title**	**Developing Comprehension Strategy**
1.	Holiday or travel	Adventure travel	x
2.	Blogging or Olympic games	An Olympic blog	x
3.	Food or restaurants	Food and restaurants	x
4.	Email or student life	Foreign exchange emails	x
5.	Friend or relationship	Friendship Quiz	x
6.	Online safety or digital literacy	How to be a safe and smart searcher	x

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[79] Beverly Derewianka, “Developing Electronic … 206

7.	Interview or pop music	Interview with Henry Smiles	x
8.	Jobs or work	Job adverts	x
9.	Text message or mobile phone	Phone chat	x
10.	Online safety or digital literacy	Skills for 21st century workplace	x
11.	Advertising	The noticed board	x
12.	Study skill or homework	Tips for being super-organized student	x
13.	Travel or holiday	Travel guide	x

On table 4.5 shows that the entire reading materials are not provide by the icon or the word which can explain the reader about the strategy used in reading. It will also show in the chart below.

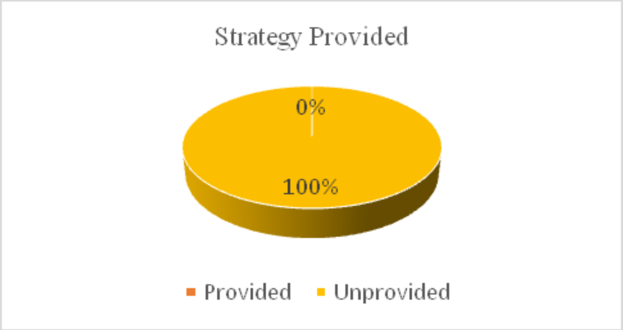
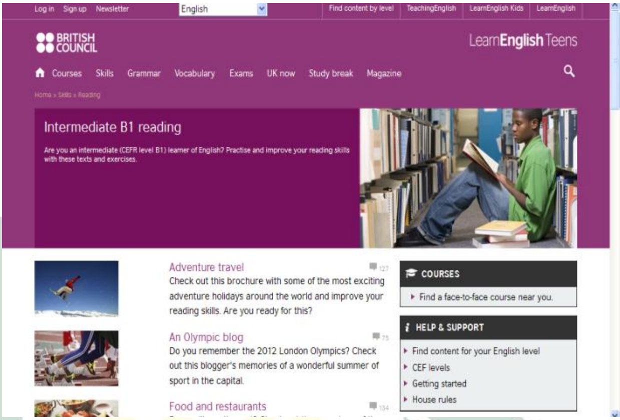


Chart 4.9 Provided by Strategy

Chart 4.9 shows that 100% of reading materials are not provided by developing comprehension strategy. It means that 13 reading materials which available do not have any icons to explain the strategy used in the reading text.


Log in
Sign up
Newsletter
English
Find content by level
TeachingEnglish
LearnEnglish Kids
LearnEnglish
BRITISH COUNCIL
LearnEnglish Teens
Courses
Skills
Grammar
Vocabulary
Exams
UK now
Study break
Magazine
Home » Skills » Reading
127
75
134
COURSES
Find a face-to-face course near you.
HELP & SUPPORT
Find content for your English level
CEF levels
Getting started
House rules

Intermediate B1 reading

Are you an intermediate (CEFR level B1) learner of English? Practise and improve your reading skills with these texts and exercises.

Adventure travel

Check out this brochure with some of the most exciting adventure holidays around the world and improve your reading skills. Are you ready for this?

An Olympic blog

Do you remember the 2012 London Olympics? Check out this blogger's memories of a wonderful summer of sport in the capital.

Food and restaurants

Figure 4.17 Developing Comprehension Strategies

Figure 4.17 shows that there is no icon which can explain strategy used in the reading text. The display only consists of reading text, menus, courses and help supports. It can be concluded that British Council do not provide developing comprehension strategy for reading materials.

B.Discussion

Regarding to the objective of this study that is the electronic reading materials on British Council based on the criteria of good reading materials, the researcher attempts to analyze reading materials on British Council through some criteria in two different aspects; content and display. The section of the discussion is arranged based on the two aspects of this study. First, it discusses about aspect of content and second is about aspect of display. The discussion is supported by the theories in order to identify the differences and similarity of this current study with the theories and previous study.

1.Electronic Reading Materials on British Council

Electronic reading materials on British Council meet some of the criteria of good reading materials. It can be seen from the result of the finding. The first finding regarding to this study is about aspect of content. On table 4.1 dealing with the interesting topics shows that the amounts of interesting topic are less than uninteresting topics. To decide whether the topic is interesting or not, the criteria from situational interest point of view are used to measuring the interestingness of the topics.

Based on the theory, situational interest is known as interest which is activated by the text through idea or topic. It is viewed from environmental input which facilitates cognitive functioning and learning.[80] It is assumed that deciding interesting topics through situational interest will be more subjective than individual interest. As Chen, Darst and Pangrazi stated that situational interest is described from three person-activity interactive categories which is functioning together to make the evaluation of interestingness.[81]

Those three activities in situational interest are activity that is novelty, mental disposition that is exploration intention, and interactive experience that is attention demand. The finding of interesting topics refutes the existing theories. In the reading materials, the novelty of reading topics is lack of used. Only three of thirteen reading materials provide the novelty of the topics. When one of the criteria of situational interest cannot be reached, it cannot build the term of interesting topics. Therefore, it does not match with the criteria of interesting topics.

On table 4.1 related to necessary topic shows that reading materials provide both necessary and unnecessary topics. It can be seen from the available reading materials through the authentic materials. The more authentic materials provided are the more necessary topics for the readers. However, finding shows that the amounts of authentic materials are less than inauthentic materials.

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[80] S. Hindi, "Interest, reading and learning … 194

[81] Ang Chen, Paul W. Darst, and Robert P. Pangrazi. An examination … 384

This finding refutes with the theory from Makundan which stated that reading topic should be also relevant to the real world situation, in other words, the reading material should be as authentic as possible.[82] It happened because urgency of the topic based on the necessity. The more authentic the material is the more urgent the topic. It can be concluded that reading materials provide more materials for pedagogical purpose than the authentic materials which can give the reader necessary topics.

The last criterion on selection of reading topics is familiar topic. On table 4.1 shows that all of the reading materials provide familiar topics for the readers. It happened because it provides the activity for the readers before the reading text is read by the readers. The activity which is provided is dealing with the glossary. There are four different kinds of activity in each reading materials. They match the word with the picture, match the word with definition, match the word with similar meaning and gap fill activity.

The finding is conform the theory from Derewianka who stated that familiar topic should be provided by presenting the reading materials which help the readers build the background knowledge through the upcoming activity before the readers read the text.[83] The researcher assumes that by giving upcoming activity related with the topic, readers can activate their background knowledge in reading text. Moreover, by giving upcoming lesson materials to the readers into familiar context, the readers can assimilate the new information and understand it. So, reader will feel familiar with the topic presented in the reading materials. As Alfaki and Siddiek stated that activating background knowledge refers to the activities which are used in order to bring what the readers already know about the topic before reading.[84] It can be concluded that British Council provides familiar topics for the readers.

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[82] J. Makundan, "Issues in Materials … 66

[83] J. Makundan, "Issues in Materials … 67

[84] Ibrahim M.Alfakih, Ahmed G. Siddik, The Role of Background … 44

In selection and use of vocabulary criteria, reading materials does not provide appropriate vocabularies which are showed on table 4.2. Appropriate vocabularies are seen from everyday use vocabularies. It is related to the concrete and abstract words which are seen from learnable and teachable words in the reading texts. The amounts of appropriate vocabularies are less than inappropriate vocabularies.

Based on the theory, Makundan stated that the factor in selection appropriate vocabulary is also regarding to pedagogical issue like everyday use vocabulary which dealing with learnable and teachable vocabularies.[85] Learnable vocabularies are dealing with the use of concrete and abstract words in noun, while teachable vocabularies are related to the vocabularies which can be act out by the readers. The finding refutes the theory from Makundan regarding to the appropriate vocabularies. The amounts of abstracts words are more than concrete words. It is assumed that the use of vocabularies cannot make the readers understand the reading text easily. In sum up, vocabularies which are provided in the reading materials do not match with the criteria of appropriate vocabularies.

The last criterion in the selection and use of vocabulary in content aspect is effective presentation of vocabulary. On table 4.2 shows that vocabularies are presented effectively. It is proven by the vocabularies which appear on the reading text. The important vocabularies are highlighted by boldfacing. Those can be found in the title, sub title and main point of reading text. Besides that, vocabularies are also presented by giving color. All of reading texts provide some vocabularies by coloring.

Next is glossing the vocabularies. Some important vocabularies or the keywords of the text appear in the glossary. The vocabularies which are appeared in the glossary are dealing with the topic of the text. The last is questioning in follow-up reading activities. Some vocabularies related to the topic of the text also appear in the follow-up activity. It is happened because reading materials provide the reader not only with the reading text, but it also gives the reader some activities dealing with the topic after the reading text.

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[85] J. Makundan, “Issues in Materials … 69

This finding is conform theory stated that the effective presentation of vocabulary is seen from the vocabulary which is highlighted by using by coloring, underlining, boldfacing, glossing them in text or questioning them in follow-up reading activities.[86] It is assumed that the effective presentation of vocabulary can help the readers more focus on the reading text with highlighted vocabularies. As Makundan stated that effective presentation of vocabularies facilitate the readers to bring the attention of the item in the reading materials. It also can make the reader remember the vocabularies longer.[87] Therefore, reading materials provides the readers with the effective presentation of vocabularies. From the selection and use of vocabulary, it can be concluded that reading materials match with the criteria of effective presentation of vocabularies.

The second finding of this study is about aspect of display in electronic reading materials. There are three criteria in the aspect of display. They are On-The-Spot Help which dealing with the use of glossary; supporting comprehension which related to the advanced organizer of the text and multimedia elements; and developing comprehension strategy which is about the explanation of strategy used in the reading text.

Finding shows on table 4.3 that in On-The-Spot Help, electronic reading materials provide glossary for each reading text. The glossary is provided in the beginning of reading text; after the instruction and before reading text. Each glossary is provided based on the topic of the text. There are four kinds of different available glossary in reading materials. They are glossary with picture, definition, similar meaning and gap fill.

The finding of provided glossary affirms the theory about display in electronic reading materials which says that glossary is provided for the readers with diagram, photo, animation or illustration to give a clue for the meaning of the words which accompanied by spoken or written text.[88] In chart 4.6, there are glossaries which are provided in the form of match the word with the pictures. By matching the word with pictures, it is assumed that the reader can catch the meaning of the words which are glossed the glossary and will be easy to understand the reading text.

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[86] J. Makundan, “Issues in Materials … 71
[87] J. Makundan, “Issues in Materials … 71

However, the most number of available glossaries still accompanied by written text. It happened because there are glossaries which are showed in the form of match the word with the definition. However, the definitions are still provided through written text than spoken meaning of the words. Similarly, there is glossary in the form of match the word with the similar meaning and of glossary in the form of match the word in the gap fill activity. Therefore, this study finds that British Council match with the existing theory about glossary in electronic reading materials.

Other findings related to supporting comprehension on table 4.4 shows that all of reading materials are provided by advanced organizer of the page. It is seen from provided summarizing main point in the beginning of the page and provided sidebar menu of topic remainder in immediate page of the reading materials. Those two points are seen from the whole display of reading materials because the displays of supporting comprehension are same.

It conform the theory from Derewinka who stated that advanced organizer of page is dealing with summarizing main point in the beginning of the page and providing reminder topics in the sidebar menu.[89] Summarizing main point is provided on reading materials by giving brief explanation about the text and the activity which should be done by the readers. Similarly, topic reminder on the sidebar menu is provided. It can be accessed by clicking on the three overlap lines icon or beside search icon on the display. It proves the theory that the reminder topic on side bar menu can be used as content or in the traditional books it is known as index.[90] Besides, readers need to be supported by very user-friendly feature to see how the text is structured and how the part of the materials relates each other.[91] On reading materials, the readers had supported by friendly user feature through summarizing main point and reminder topic on sidebar menu.

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[88] Beverly Derewianka, "Developing Electronic … 203
[89] Beverly Derewianka, "Developing Electronic … 204

Another point which should be noted in supporting comprehension is multimedia elements. On table 4.4 shows that there are some reading materials which are supported by multimedia elements, but there are also some reading materials which are not supported by multimedia elements. Those can be seen from the display of the text which accompanies the text with the picture related to the available topic of the text. However, there are also texts which are not supported by multimedia elements. It means that the display of reading materials only on the form of text.

The finding of supported multimedia elements refutes the theory which stated that multimedia elements are showed in the form of picture or graphic (animated), sound or video.[92] The use of multimedia elements in reading materials can make the readers understand the text easily because the text is also explained through the picture to catch the meaning. As Derewianka stated that well design of multimedia elements can force the reader in order to deal with the whole messages of the text by activate the comprehension of the reader.[93] However, not all of the reading materials provide multimedia elements. In sum up, British Council do not provide the supporting comprehension for the readers in supporting by multimedia elements in the reading texts, but providing advanced organizer of page and giving summarizing of main point for each reading materials.

The last finding related to developing comprehension strategy on table 4.5 shows that British Council is not provided by the comprehension strategy. It can be seen from the display of the reading materials which does not provide any available access to the strategy used. The display of reading materials only provide of reading text, menus, courses and help supports without any icon to explain the strategy.

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[90] Beverly Derewianka, "Developing Electronic … 204

[91] Beverly Derewianka, "Developing Electronic … 204

[92] Beverly Derewianka, "Developing Electronic … 205

[93] Beverly Derewianka, "Developing Electronic … 205

This finding refutes the theory of developing comprehension strategy in electronic reading materials which stated that developing comprehension strategy can be got through the accompanied icon to the word which can explain the strategy used in L1 or L2 in the reading text.[94] The researcher assumes that without the explanation of strategy used in reading materials, the readers cannot be maximal in enhancing reading comprehension. As Derewianaka stated that the explanation of strategy used can help to guess the meaning form the whole context when the readers find unfamiliar words.[95] It can be concluded that reading materials do not provide the criteria of developing comprehension strategy in the reading materials.

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[94] Beverly Derewianka, "Developing Electronic … 206

[95] Beverly Derewianka, "Developing Electronic … 206

CHAPTER V
CONCLUSION AND SUGGESTION

This chapter discusses about the conclusion of this study related to the analysis of electronic reading materials on British Council. This chapter also contains of the suggestions related of this study for student teachers, students and next researchers.

A.Conclusion

Based on the data on the research finding, there are several points which can be concluded as follow:

Electronic reading materials on British Council are analyzed based on two aspects; aspect of content and aspect of display. Finding shows that electronic reading materials which are seen from aspect of content, meet with the criteria of familiar topics and effective presentation of vocabulary. While electronic reading materials do not match with the criteria of interesting topics, necessary topics, and appropriate vocabulary. In the selection of reading topics, reading materials do not provide interesting topics for reading materials. It is seen from situational interest which consist of three-person activity interactive category which should functioned together in order to investigate the interestingness of the topics. Reading topics are lack of novelty of the topics. Similarly, reading materials do not provide necessary topic for the readers. It is happened because amounts of necessary topics which are seen from the authenticity of the materials are less than inauthentic materials provided. In familiar topics, reading materials provide upcoming activity related to the topics in all reading materials. It means that reading materials provide familiar topics because upcoming activity can build the background knowledge of the readers in reading the text. In selection and the use of vocabulary, it does not provide appropriate vocabulary. It is seen from the everyday used vocabularies in the reading text. Reading materials uses more abstract words than concrete words. While effective presentations of vocabularies are provided. It is seen from the appearance of vocabularies which are highlighted by boldfacing, underlining, coloring, glossing in the text and questioning in the follow-up activity.

In the aspect of display, reading materials provides On-The-Spot Help which give the glossary in each reading materials in the different form such as match the word with picture, match the word with definition, match the word with similar meaning and gap fill activity. On the other hand, supporting comprehension is not provided because of supporting multimedia elements. Whether reading materials provide by giving advanced organizer of the page, but it is supporting the reading text by using multimedia elements, so it is concluded that it does not match with the criteria of supporting comprehension strategy. Similarly, in the aspect of display reading materials does not provide developing comprehension strategy. It is happened because there is no available written or spoken strategy used for the reading text in the display of reading materials.

B.Suggestion

After conducting this study related to the analysis of electronic reading materials on British Council, the researcher give the significant suggestions which are stated as follow:

1.For the Student Teacher

Student teachers need to select the appropriate reading materials on British Council based on the level of the students in order to be applied or adapted in teaching and learning process in the classroom. Beside, after adapting reading materials, student teachers can combine the reading materials with the creative activity in the class in order to activate the critical thinking of the students.

2.For Students

Students can easily access the reading materials on British Council and choose many kinds of available reading materials based on their level. Besides, students can check their answer in the some activities which provide key answer to make the students easier to correct their mistake and enjoy their learning.

3.For Next Researcher

Next researcher can develop this current study because this study has a lot of weaknesses. The next researcher can investigate the electronic reading materials from other sources or investigate from different aspects.

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