

## **An Analysis of Reading Materials in English Textbook for Class XI of Senior High School**

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### **ABSTRACT**

*This study aims to analyze the reading material in the English textbook of Class XI students, as well as to determine the types of reading texts available in the textbook and whether the type of reading text is under the 2013 Curriculum, and has met three aspects, namely the content aspect, the presentation aspect, and language use based on Pusat Perbukuan of the Ministry of National Education. Researchers used a qualitative research design where the results were be presented in words without statistical calculations. Another instrument was the checklist form used during the research analysis. The data were collected from reading materials in the textbook. The results showed that the reading materials in English textbooks were following the criteria for quality English textbooks recommended by Pusat Perbukuan of the Ministry of National Education.*

**Keywords:** Reading Materials, Curriculum, Textbook

### **INTRODUCTION**

English is the international language used in several countries and also the language of communication between countries. By using English, we can communicate with other people in other countries. From the English Language, we also get a lot of information about education, technology, and much more.

In school, there must be an English subject. In English lessons, the teacher will teach reading, listening, writing, and speaking. Reading is a skill that the teacher teaches to students because from learning reading, we get many benefits, including getting a lot of new information. Reading is a bridge of information and also a source of knowledge. By reading we can have new information, new vocabulary, every time we read. Reading is a process carried out and used by someone to get the message the writer wants to convey through the medium of words or written language (Sulistianingsih, 2018; Sulistianingsih et al., 2020). The teacher must be selective in choosing textbooks in teaching reading following the needs and interests of students in the book. Because when the book is interesting, it will attract the attention of students to read it.

In teaching, teachers must have a learning manual that guides the direction of the teaching and learning process. Textbooks provide a lot of knowledge and information, therefore textbooks take an important role in teaching and learning in schools. The textbook can be used as an instruction tool for teachers, and for students, it can be used as a guide source in the learning process (Sulistianingsih et al., 2020). The textbook is a book that consists of contents and materials that are well-organized in written or spoken (audio) form, and it can be offered in form of e-book or paper-based (Sulistianingsih et al., 2020). Textbook not only helps the teaching and learning process run well, it is not only used by the teacher as a guide for teaching but also very useful for students to fulfill their needs to understand what is being taught.

Especially in teaching English, teachers must have textbooks to prepare the material to be studied. Textbooks must be interesting and contain a complete discussion of the material being studied so that students are interested and understand well the learning. Textbooks must conform or be in line with the curriculum. In this study, the researcher analyzed whether the type of text in Class XI English book is under the curriculum, determine whether this book is suitable for reading activities in an English textbook for Class XI students, and then whether reading materials in an English textbook for XI of SMA/SMK meet the aspects proposed by *Pusat Perbukuan* (Book Center).

The focus of this research is to analyze the reading materials in the Class XI students' English textbook. This research is important because it can help the author of this English textbook to be able to review the book. This research is also important for English teachers and students to consider the materials in the teaching and learning process.

## **LITERATURE REVIEW**

### **Previous Studies**

The first study is Content Analysis Speaking Materials in English Textbook Based on 2013 Curriculum for the First Grade Students at Vacation High School 4 Makassar by Budiarty (2016). In this study, the researcher focused on speaking material in textbook. The researcher used two checklists; the first was a table to know the relation between speaking material in the syllabus of Curriculum 2013 and the second was a documentary checklist table to know the relevance of materials to the curriculum criteria. The researchers concluded that the textbook was logical and can be implemented as a learning

source in the classroom.

The second study is *An Analysis of Reading Materials in the Tenth Grade Senior High School Textbook in English* by Sari (2016). This study found that the reading materials presented in English textbooks were following the criteria of an aspect of presentation and aspect of language and readability.

The previous studies above analyzed speaking materials in English textbooks for the first grade and analyzed reading materials in the tenth grade. But in this study, the researcher analyzes whether reading materials in the Class XI textbook meet the aspects based on the criteria set by *Pusat Perbukuan* of the Ministry of National Education.

### **Reading**

Reading is a bridge of information as well as a source of knowledge. By reading, we can have new vocabulary every time we read. According to Finocchiaro & Bonomo (1973), reading is information that has the meaning contained in written language. So, reading is a message or information that has meaning in it through writing. There are several things that students must master in understanding the context of reading. According to Pesce (2014), there are 7 strategies to master reading, namely:

1. **Previewing**, where students get answers about the theme of the text they will read. The elements that can be seen are the title, image, or photo, some words that look important, and the format of the text.
2. **Contextualizing**, questions that are contextually connected to students with the articles they read can make them smarter and more critical when analyzing something.
3. **Visualization**. Some students need to see things discussed in the text using their visual abilities. Students visualize descriptive paragraphs in the text such as imagining how a river is contaminated, corrupt officials, or how a child can play a musical instrument at a concert.
4. **Asking and Answering Questions**, students get the opportunity to formulate questions and let them find solutions to problems, main characters, and other things in the text.
5. **To summarizing**, after reading, students should be able to summarize what they have read. They can summarize orally or in writing. Summarizing is a very important skill that is teaching students to get the gist of a text.

6. Skimming refers to the process of speed reading to get the main idea. The main idea must be sought to fully understand the content of the reading.
7. Scanning is a speed reading technique that you use to find certain information quickly. In scanning, you directly ask questions in your mind and the process of reading only to find answers. You can also ignore unrelated information.

### **Reading Materials**

Material is a means for a teacher in the learning process. Based on the Curriculum 2013, there are 7 reading materials that students must learn in Class XI, namely:

1. The narrative text is a development of paragraphs arranged into an event that has a description from time to time which is told from the beginning, middle, and end. According to Derewianka (1991), the aim of narrative text is to entertain, educate or inform, to add reflection on experience the writer and to expand imagination of the reader. Stories or essays made in the narrative text can be in the form of events that actually happened (non-fiction) or they can be just imaginary (fiction).

Generic Structure:

- Orientation: where the writer makes a point of who, when, and where a story is set. Orientation or what is usually called an introduction, contains about who, when, where a story is set.
- Complication: the beginning of the problem and also the peak of the problem or what is commonly called the climax.
- Solution: This section is the end of the story or a solution to the problem that occurred.

2. Procedure text is a text that describes the steps in making something. The aim of procedure text is to explain something can be done. According to Anderson & Anderson (1997), procedure text is a text that gives instructions for doing or making something. Topics or themes that are described through descriptive texts are carried out by utilizing the writer's five senses.

Generic Structure:

- Goal: the end goal in making something.
- Material: tools, understanding used in making something.
- Steps: the steps in making something.

3. Functional text has concise information that is aimed at the benefit of many people or the wider community. According to Anderson & Anderson (1997), functional text is used for everyday information. So functional text is a text that provides information about something in everyday life, because its use is adjusted to a certain function. Examples of functional text include announcements, advertisements, invitations, movie posters, recipes, product reviews, application reviews, and technical guidelines for use product.
4. Report text is s a text that describes something in general as a result of an observation or research. Anderson & Anderson (2003) use the term information report to discuss the report text. With the term information report, they state that the report type text has a broad discussion scope. An information report is text that contain information about something. Report text is the text that provides information on a subject. The discussion in the text of the report is usually only general or based on cursory observations. The purpose of the report text itself is to convey general information to the reader.

Generic Structure:

- Title: contains what is the subject to explain.
- General classification: contains general statements that will be explained by the subject of the report.
- Description: contains a detailed explanation of the subject discussed.

5. Analytical exposition is text that contains the author's thoughts about things that happen around them, these things are objects, events, or a place. According to Grace & Sudarwati (2007), analytical exposition is a text whose aim to make people believe that there is a problem.

Generic Structure:

- Thesis: this section is the reason the author gives an opinion on what is the subject of the discussion.
- Argument: contains opinions that can support the main idea.
- Conclusion: contains the essence of the ideas conveyed by the author.

6. Spoof text is usually written as if it is telling a funny personal incident that has happened in the past. According to Gerot & Wignell (1994), spoof text is text to retell an event with a humorous twist. The funny scene in the spoof text has an unexpected

element and makes people startled to laugh. Even though there is humor in it, there are always moral values that can be learned from this type of text in Indonesian. This is because the main idea of this text is taken from true stories that occur in social life.

Generic Structure:

- Orientation: The part where the writer introduces the story to the reader about the introduction of a character, place, time, and so on.
- Events: This section tells the events that are still normal.
- Twist: A passage of text that tells the opposite of a funny and unexpected natural occurrence.

7. Hortatory exposition is text whose content is the author's opinion that explains an issue comprehensively with the aim of influencing or persuading readers or listeners. According to Wahyuni (2017), hortatory exposition text is a text that provides information equipped with evidence, facts, and statistics to support the text ideas.

Generic Structure:

- Thesis: A description of the introduction of the author's main idea about an event, incident or issue raised or discussed. In this section, the author describes his point of view or position on the topic.
- Arguments: In this section, the author will present several arguments or reasons whose purpose is to convince the reader to agree with the author's point of view.
- Recommendation: In this section, the writer submits his recommendations, suggestions or conclusions about what should have happened or been done.

From the seven reading materials above, we can see the types of reading materials in Class XI textbooks by using the Curriculum 2013 as a guideline.

### **Textbook**

Based on the Regulation of the Minister of Education and Culture Number 8 of 2016 regarding books used by education units, textbooks are the main source of learning to achieve basic competences and core competencies and are declared fit for use in educational units. Before being used as a mandatory reference book, textbooks in educational units in the process have passed a feasibility test conducted by the National Education Standards Agency (BSNP) and are stipulated by a ministerial regulation. This is done so that students are able to master the subject matters conveyed by the educator.

Besides that, students are expected to be able to solve problems in the questions contained in the textbooks as practice questions for students.

Textbook is a guidebook used by teachers and students in the teaching and learning process. In Indonesia, using a textbook is a must for every school and every major to support the learning process. A good textbook has to meet the criteria set by *Pusat Perbukuan* of Ministry of National Education. *Pusat Perbukuan* has the criteria of quality textbooks (Perbukuan, 2005). Some of the aspects include:

**Table 1** Aspects of Content

No	Aspects of Content
1	The conformity between reading materials and curriculum.
2	Types of text found in the reading materials.
3	The arrangement of reading materials based on the level of difficulty.
4	Reading tasks which are given to develop students' ability.
5	The reading materials which support life skills.
6	The reading materials which consider about the aspects of gender, religion and race.

**Table 2** Aspects of Language Use and Readability

No	Aspects of Language Use and Readability
1	The standard of English language use according to the language rules.
2	The use of English which is appropriate with needs of communication learning.
3	The presentation of paragraphs which are presented effectively by considering coherence and cohesiveness.
4	The use of illustrations which are functional and relevant with the materials.

**Table 3** Aspects of Presentation

No	Aspects of Presentation
1	Learning purposes which are stated explicitly and lead to mastery of communication competence.
2	The presentation of each chapter reflects the logical path and coherence.
3	The presentation of each chapter is arranged from easy to difficult materials.
4	The conformity between tasks and materials.
5	The presentation of each chapter engages students to communicate using English actively.
6	The presentation of each chapter supports students to be interested in English subject.
7	The presentation of each chapter supports students to reflect and evaluate them.

The quality of a good book must be in accordance with the aspects that are set by *Pusat Perbukuan*. A quality book is a book that contains complete and clear information so that readers can understand the contents of the book well.

## METHOD

This research used a qualitative research design. The data in this study were taken from an English textbook entitled “*Bahasa Inggris SMA/MA/SMK/MAK Kelas XI*” written by Mahrukh Bashir (2017) published by the *Pusat Perbukuan* of the Ministry of National Education which has eight chapter as shown in table 4.

**Table 4** List of Textbook Chapters

Chapter	Lesson
1	Offers & Suggestion
2	Opinions & Thoughts
3	Party Time
4	National Disaster-An Exposition
5	Letter Writing
6	Cause & Effect
7	Meaning through Music
8	Explain This

Source: Bashir (2017)

The researchers focused on analyzing the text types of the reading materials in the textbook. The textbook was chosen because it has been approved by BSNP and is standardized based on the Curriculum 2013. In addition, this textbook displays several types of reading materials that can help students understand the text in English, find out the types of text, the use of the text, and also train students' reading skills. Therefore, the textbook must present reading materials in accordance with the Curriculum 2013 recommendations so that it is worth analyzed.

The data collection techniques in this study were started from analyzing the reading materials in the English textbook for Class XI Senior High School. To analyze the data in this study, the researchers used the checklist method to find out whether the reading materials in textbook have met the criteria for quality English textbooks recommended by *Pusat Perbukuan* of the Ministry of National Education. The steps are as follows: (1)



Collecting data by identifying the reading materials contained in the textbook through checklist analysis, (2) Identifying the types of reading materials in the textbook based on the Curriculum 2013, (3) Describe the results of the analysis, and (4) Drawing conclusion.

## **RESULTS AND DISCUSSION**

From 8 chapters, only 4 chapters are categorized as reading materials, namely Chapters 3, 4, 5, and 8. Based on the Curriculum 2013, there are 7 types of text of reading materials in Class XI: narrative text, procedure text, functional text, report text, analytical exposition, spoof text, hortatory exposition. And in this textbook, the researchers found only 4 of reading materials: they are formal invitation (short functional text), analytical exposition, personal letter, and explanation text.

The first type found in this textbook is short functional text, namely Formal Invitations. In Chapter 3, this book explains definitions of formal invitations, common format of a formal invitations, social functions, linguistic characteristics, format of layout, and examples. And from the examples provided, the formal invitation is written on the card and the text is written in a calligraphy style.

The second, analytical exposition, was found in Chapter 4 “Global Warming: Is it an end to our world?”. Thisbook explains about the meaning of analytical exposition, social function, structure of exposition text, and example of an exposition text.

The third Personal Letter was found in Chapter 5 “Letter Writing”. In the book, there is a formal letter from Lana. This book explains what parts of the personal letter are, such as social functions, linguistic features, structure of personal letter, and expression for letter writing.

The last reading material is Explanation Text in Chapter 8 about Earthquakes. The book explains what explanation text is, what are the types, social functions, general structures, and then the linguistic features of the explanation text.

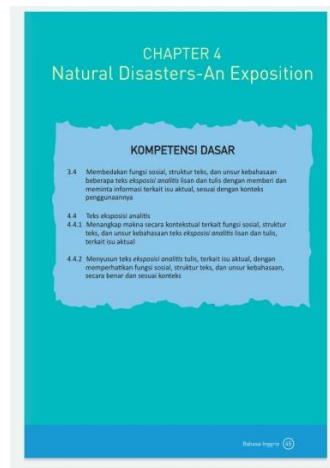
After reading the materials in this textbook, table 5 will discuss reading materials that meet the content aspects, the presentation aspects, and the language usage and readability aspects based on *Pusat Perbukuan*, which has been marked with a checklist of yes, meaning they have fulfilled the aspects and vice versa.

**Table 5** Results of Aspects of Content

No	Aspects of Content	Yes	No
1	The conformity between reading materials and curriculum.	✓	
2	Text types found in the reading materials.		✓
3	The arrangement of reading materials based on the level of difficulty.	✓	
4	Reading tasks which are given to develop students' ability.	✓	
5	The reading materials which are support life skills.	✓	
6	The reading materials which consider about the aspects of gender, religion and race.		✓



**Figure 1** Reading Material Chap.3



**Figure 2** Reading Material Chap.4



**Figure 3** Reading Material Chap.5



**Figure 4** Reading Material Chap.8

In the first point, referring to figures 1, 2, 3, and 4, the researchers read the entire book, and find that the reading materials in this textbook are in accordance with the curriculum. The conformity between reading materials and curriculum can be seen from the pictures above. There are basic competencies available in each chapter which explains what things will be studied, and what students have to achieve in each chapter.

In the second point the text types have not been fulfilled because not all text types are available in the book. Students can understand the text types available in the textbook because in each text type, the social functions, generic structures and linguistic features are explained well. From the figures 5, 6, 7, and 8, it can be seen what types of text are available in this book.

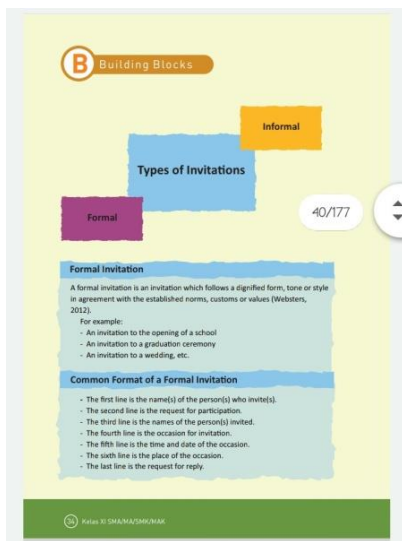


Figure 5 Short Functional Text



Figure 6 Analytical Exposition



Figure 7 Explanation Text

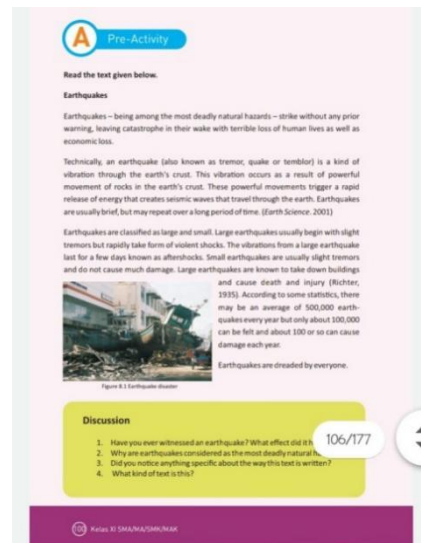


Figure 8 Personal Letter

The third point is arrangement of reading materials based on the level of difficulty. The researchers found that the reading materials presented from chapter one to chapter eight varied. In addition, the contents of the material were according to the level of difficulty in each chapter, such as analyzing reading materials to know the introduction, developing arguments, and also drawing the conclusions.

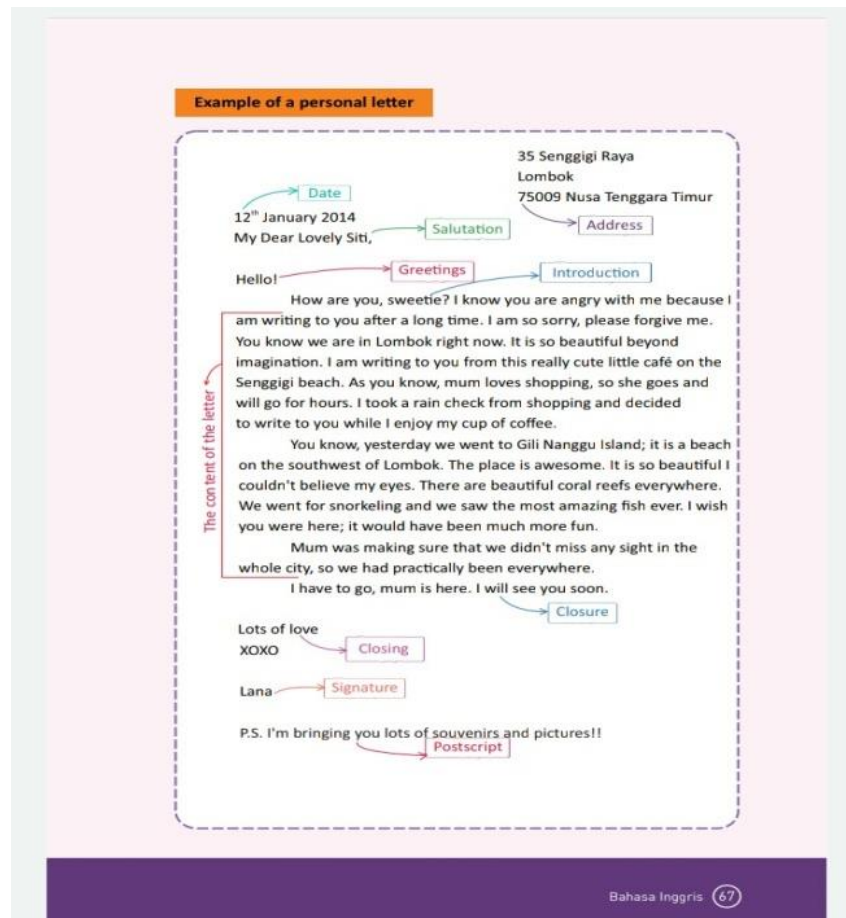
The fourth point, it is found that the reading assignments given to develop students' abilities were sufficient to be used for classroom practice and also for homework. Therefore, the reading materials contained in the textbook is in accordance with the fourth point.

The fifth point finds that the reading materials in this textbook are very supportive of life skills because the materials provided in each chapter are different, such as creative thinking, communication skills, problem solving, critical thinking, and decision-making. Therefore, students get a lot of new information to support life skills. And the last point, the reading materials which consider about the aspects of gender, religion and race are not found in this textbook.

The next table is to find out the conformity between reading materials and aspect of language use and readability based on the *Pusat Perbukuan* criteria.

**Table 6** Results of Aspects of Language Use and Readability

No	Aspects of Language Use and Readability	Yes	No
1	The standard of English language use according to the language rules.	✓	
2	The use of English which is appropriate with needs of communication learning.	✓	
3	The presentation of paragraphs which are presented effectively by considering coherence and cohesiveness.	✓	
4	The use of illustrations which are functional and relevant with the materials.	✓	



**Figure 9** Personal Letter

From the figure 9 it is found that, in the first point, based on the results of the analysis, the use of punctuation marks is good, because teachers and students can easily understand intonation when reading. It is in accordance with the first point in the aspects of language use and readability. The second point, this aspect is in accordance with the relief of the material in this textbook because the language used is simple and easy to understand. In the third point, all reading materials have met the rules for writing paragraphs. There is an opening, content and closing sentence, so this point fits into the textbook. At the last point, this aspect is very suitable for the reading material because almost all chapters have illustrations, so that students can easily understand and know what to do. It can be seen in figure 10.

**D Active Conversation**

Create a dialogue for one of the situations given below. Using the role-play approach, reenact the conversation with your classmates.

**Situation No. 1**  
 You and your friend have decided to write a letter to your parents to describe your recent field trip. Discuss what you want to write about.

You :

Friend :

You :

Friend :

You :

**Situation No.2**  
 Your friend is mad at Lucy's cousin, you want to convince her to write to her cousin.

You :

Lucy :

You :

Lucy :

You :

Lucy :

You :

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**Figure 10** Conversation Assignment

The last is to find out the conformity between reading materials and aspects of presentation based on *Pusat Perbukuan* criteria.

**Table 7** Aspects of Presentation

No	Aspects of Presentation	Yes	No
1	Learning purposes which are stated explicitly and lead to mastery of communication competence.	✓	
2	The presentation of each chapter reflects the logical path and coherence.	✓	
3	The presentation of each chapter was arranged from easy to difficult materials.	✓	
4	The conformity between tasks and materials.	✓	
5	The presentation of each chapter engages students to communicate using English actively.	✓	

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- 6 The presentation of each chapter supports students to be interested in English subject. ✓
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In the first point, the learning objectives in each chapter are explained that can help students understand the materials they will learn, and the abilities they will get after studying the materials. In addition, these materials direct students to master English communication competences.

In the second point, the presentation of each chapter is appropriate from chapter one to eight, so that the second point fits perfectly with the presentation aspect.

In the third point, reading material according to the third aspect is arranged from easy to difficult. The first chapter of this textbook explains how to offer and give in a short and understandable conversation, and in the eighth chapter, explains how students should best explain things.

In the fourth point, the assignments and material in the textbook match the presentation aspects, because they match the available tasks with the material so that students will easily understand in doing them.

**C Let's Practice**

**A. The article given below is incomplete. Complete it using the format of an exposition text and give it a suitable title.**

**Introduction (thesis statement)**  
Television is the most popular form of entertainment in every household in Indonesia. However, I think watching television too much especially soap operas and dramas can have negative impacts on the viewers.

**Argument 1 + Elaboration**

**Argument 2 + Elaboration**

**Conclusion (restatement of thesis statement)**

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**Figure 11** Assignment

In the fifth point, the presentation of each chapter invites students to communicate using English actively. In the eighth chapter, there is an opening statement of an explanation text where the students are asked to explain something through spoken or written mode, which involves the interaction of giving and asking for information. There is communication between teachers and students found in figure 12.



**Figure 12** Explanation Text

In the sixth point, the presentation of each chapter supports students to become interested in English lessons because each chapter explains things that are interesting to learn and can attract students' interest in English, for example, writing letters and practicing the conversations in the textbook.

## **CONCLUSION**

This study aims to analyze the reading material in the English textbook of Class XI



students, as well as to find out what types of reading text are used in the English textbook and whether the types of the reading materials are in accordance with the Curriculum 2013, and to find out whether the reading contained in this textbook has fulfilled three aspects, namely the content aspect, the presentation aspect, and the use of language based on *Pusat Perbukuan* of the Ministry of National Education.

The first conclusion is that there are some reading materials that are not yet available in book according to the Curriculum 2013. Based on the curriculum there are seven (7) types of text that must be present in Class XI learning, namely narrative text, procedure text, functional text, report text, analytic exposition, spoof text, hortatory exposition text. And from this analysis the researchers found that there were only four (4) types of reading texts available: the first is a short functional text found in chapter three, the second is an analytic exposition contained in chapter four, the third is a personal letter found in chapter five, and the last is the explanatory text found in chapter eight.

The second conclusion is that the reading materials in the English textbook meet the aspects of content, aspects of presentation, and aspects of language use and readability according to those stated by *Pusat Perbukuan*. The researchers concluded that from the content aspect, namely the conformity between reading material and curriculum, types of text found in reading materials, the arrangement of reading material based on the level of difficulty, reading tasks which are given to develop students' ability, and the reading materials that support life skills, has been fulfilled by the Class XI English textbook. Only one aspect has not been fulfilled, that is reading materials that consider aspects of gender, religion and race.

In the aspect of language use and readability, all the points have been fulfilled by the Class XI English textbook. In the presentation aspect, namely the points of learning purposes which are stated explicitly and lead to mastery of communication competence, the presentation of each chapter reflects a logical path and coherence, the presentation of each chapter is arranged from easy to difficult material, the conformity between tasks and materials, the presentation of each chapter engages students to communicate using English actively, the presentation of each chapter that supports students to be interested in English subject, overall the aspects have been fulfilled by the Class XI English textbook.

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