

READING TASKS IN STUDENTS' ENGLISH TEXTBOOK FOR SENIOR HIGH SCHOOL GRADE XI SEMESTER I VIEWED FROM THE TEACHERS' PERCEPTION

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Abstract : *This research aims to describe reading materials in the aspects of tasks. Source of the data in this research is divided into two. First is the analysis checklist of reading materials in the students' English textbook of 2013 curriculum for grade XI semester I filled by three analysts. Two of the analysts are the English teachers at different schools that implement 2013 curriculum while the other one is the researcher herself. The checklist includes three indicators of reading material that are aims, texts, and tasks of the reading material. Second is the interview gotten from the teacher who is also one of the analysts in order get more data about the teacher's perception on the reading material especially about the strength and weakness of the indicator. After the two data were collected, the data were analyzed based on the indicator. Finding found in this research is task of the reading material do not fulfill the good criteria of reading task. The questions in the task are monotonous and do not cover reading skills.*

Keywords: *teachers' perception, reading material, reading task, students' English textbook*

A. INTRODUCTION

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

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

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

However, based on preliminary data gotten from informal interview with some teachers whose schools use the textbook, the teachers seems that do not perceive the textbook well. They said that the tasks provide questions that the questions are dominated by Higher Order Thinking Skill (HOTS) questions. In other words, the teachers do not perceive the textbook especially the reading materials provided in the textbook well.

The textbook which is used by the pilot project schools of 2013 curriculum is named English textbook and it was designed by the experts chosen by the government. It is supposed that the textbook is good to be used. However, the people who use the textbook are the teachers and the students. They are directly involved in the use of the textbook. Due to the textbook is asked be used to the schools that were pointed by the government to implement 2013 curriculum, knowing the perception of the teachers whose schools was pointed to implement 2013 is essential in order to get input to the curriculum especially to the reading materials in the textbook since there were found some problems in the reading materials.

In accordance to the explanation above, analyzing the reading materials especially based on the people who use the textbook that are the teachers is essential to be conducted. The teachers seem do not perceive the reading materials in the textbook well. Therefore, this research analyzes the reading materials in the students' English textbook for senior high school grade XI semester I based on the teachers' of SMAN 7 and SMAN 10 Padang perception also the researcher's perception. Since the problem was found in the reading tasks of the textbook, this aspect is analyzed in this research.

B. LITERATURE REVIEW

Criteria in Analyzing Reading Material

The following criteria are the criteria in analyzing reading material that is used in this research. The criteria are adapted from the criteria of material analysis offered by some expert stated above. Moreover, this research focuses on the evaluation of reading materials in the aspects of reading aims, reading texts, and reading tasks. The three aspects has important role in teaching and learning of reading skill and the three aspects are also suggested by the experts in analyzing materials as stated in the previous page. The explanation of each aspect and the indicators contained are explained below.

Tasks of the Reading Materials

1. Variety in Reading Tasks

Variety in reading tasks in this research is related to kinds of questions provided in the reading tasks of the book. Providing students with different kinds of reading task is essential. As McDonough and Shaw (1993:124) describe that a variety of different question forms and types enables learners to use their different reading skills in appropriate ways. They argue that when thinking about reading comprehension questions, it is important to consider the form of the question; for example, yes/no; true or false; multiple choice and open ended questions. Therefore, those forms of questions should be included in reading tasks in order to make the students use their reading skill.

Furthermore, there are many kinds of questions in reading tasks. Gebhard (1996:205) explains that there are some types of reading exercise. They are as follow:

1. Students study the title and skim to capture the main idea
2. Students read two paragraphs and predict what will follow
3. Students do several different scanning tasks, such as underlining past tense verbs in red and adverbs indicating sequence (e.g., first, second, next, etc.), in blue, circling words they do not recognize, and putting stars next to words seem important.

4. After students have a sense of what the reading material is about, they read silently while answering true-false or multiple-choice questions.
5. Students meet in groups, consider the text, write down questions, and give them to another group to answer.
6. Students draw pictures of the main characters in a story or draw pictures that illustrate the story line.
7. Students, working in groups, reconstruct material previously cut into pieces (also called a jigsaw task).
8. Students read a story with the conclusion missing, and then write their own endings.
9. Students give the reading material a new title.
10. Students put a set of pictures or photos in order to show the story line or content.
11. Students meet in groups to summarize an article and to separate main ideas from supporting ideas and examples.

In conclusion, variety in reading tasks is important since they can cover different skill of reading. The repetition of the same question can decrease students' motivation and interest in doing the task. Thus, the reading tasks in a textbook should develop students' skill in reading. This can be applied through kinds of comprehension questions like yes/no questions, true or false, wh-questions, multiple choice, and open-ended questions.

2. Purity of Reading Exercises

Purity means the reading questions ask about the students' comprehension. Comprehension questions are included into intensive reading. As Nation (2009:25) states that intensive reading focuses on comprehension of a particular text with no thought being given to whether the features studied in this text will be useful when reading other texts. It means that one goal of intensive reading may be comprehension of a text.

Furthermore, Nation (2009:29) adds that comprehension questions can take many forms, namely pronominal questions, yes/no questions, true/false statements, multiple choice items and blank-filling or completion exercises. Pronominal questions are questions beginning with who, what, when, how, why, etc. Yes/no questions are questions that only need short answers. Moreover, in true/false statements the students have a 50 percent chance of guessing correctly. The students look at each sentence and decide if it is true or false according to the passage. While in multiple-choice, the students have to choose one of some choices provided. And in sentence completion, the students complete sentences by filling the empty spaces to show that they understand the reading passage.

There have been several schemes to describe the possible focuses of comprehension questions. Like Tollefson (1989) and Day and Park (2005) define that comprehension questions cover: first is literal comprehension of the text. It involves understanding what the text explicitly says. Second is drawing inferences from the text. This involves taking messages from the text that are not explicitly stated but which could be justified by reference to the text. Third is using the text for other purposes in addition to understanding. This involves applying ideas from the text to solve problems. And fourth is responding critically to the text. This involves considering the quality of the evidence in the text.

In addition, Grellet (1981:8) states that reading comprehension should not be separated from the other skills. It is important to link the different skills through the reading activities. Reading and writing, for example, summarizing, mentioning what learners have read in a letter or note-making.

Therefore, purity in reading exercises is important in reading task. It can measure how much students understand what they read. It means that in purity of reading exercises, the students do intensive reading where the focus is on the students' comprehension of the text.

Furthermore, to see the purity of reading exercises, this research take one of comprehension questions become the sub-indicator in analyzing purity of reading exercises. The sub-indicator is literal comprehension of the text that understands what text explicitly says.

3. Coverage of the Reading Skill

Reading skill covers skills like skimming, scanning, guessing meaning from context, making inference, and summarizing. Those skill often faced by senior high school students in examination Therefore, they should have the skills through practicing in reading task or exercises. It means that reading tasks should cover those skills. The explanation of each skill is described below:

a. Skimming

Skimming is known as speed reading. According to Idiagbon&Sani (2006), skimming is a reading skill that involves reading rapidly through a material in order to identify the main points in a passage. In other words, in skimming it is not essential to understand every words of the passage since it focuses on identifying main points of a passage.

In line with the theory above, Brown (2004:213) adds that skimming is the process of rapid coverage of reading matter to determine its gist or main idea. It is a prediction strategy used to give a reader a sense of the topic and purpose of a text. It means that skimming is a kind of rapid reading in order to cover what is the main idea of the text.

Like others reading skills, skimming has its own purposes in using it. Urguhart and Weir (1998:213-214) mention that there are three purposes for using the skill of skimming. They are;

1. To establish a general sense of the text
2. To quickly establish a macro propositional structure as an outline summary
3. To decide the relevance of texts to established needs

Furthermore, Skimming is one of the important skills in reading. Student especially senior high school students should be trained to apply this skill. Furthermore, Brown (2004:213) explains that assessment of skimming strategies is usually straight forward: the test-taker skims a text and answers questions such as the following:What is the main idea of this text?

1. What is the author's purpose in writing the text?
2. What kind of writing is this (e.g.: newspaper)?
3. How easy or difficult do you think this text will be?
4. What do you think you will learn from the text?
5. How useful will the text be for your (profession, academic, needs, interest)?

Based on the theory above, it can be concluded that skimming is salient in reading skill. In doing skimming the reader especially the students have to do rapid reading in order to catch the main idea of the text, the topic of the text and the purpose of the text. Students need to be able to skim a text. The task of skimming can be done through sample questions proposed by Brown as stated above.

b. Scanning

Many experts discuss about scanning. Scanning is a strategy used by all readers to find relevant information in a text (Brown, 2004:209). In addition, Kailani and Muqattash (1995:93) define that scanning means looking through a text for specific item of information such as a date, a number or a place. Furthermore, Grellet (1981:19) proposes that scanning as quickly searching for some particular piece of information in the text. Therefore, the definition of scanning based on the experts above, it can be summarized that scanning is a strategy in reading to find specific or relevant information in a text.

Scanning can be done in some ways. For instance, Brown (2004:209) states that assessment of scanning is carried out by presenting test-takers with a text (prose or something in a chart or

graph format) and requiring rapid identification of relevant bits of information. He adds that the possible stimuli include; a) a one to two page news article, b) an essay, c) a chapter in a textbook, d) a technical report, e) a table or chart depicting some research findings, f) a menu and, g) an application form. Among the variety of scanning objectives (for each of the genres named above), the test-taker must locate; a) a date, name, or place in an article, b) the setting for a narrative or story, c) the principal divisions of a chapter, d) the principal research finding in a technical report, e) a result reported in a specified cell in a table, f) the cost of an item on a menu, and g) specified data needed to fill out an application. In other words, scanning can be done in some ways, it depends on the objective. If it is related to the scanning task for students, it can be in a form of finding specific information in a text.

Scanning is essential strategy for all readers including students. Students need to be able to scan the text for particular information they are searching for (Harmer, 1998:69). This skill means that they do not have to read every word and line: on the contrary, such an approach would stop them scanning successfully.

In summary, scanning is applied when we have particular purpose in mind in order to find specific information in a text. It helps readers to directly find specific information from a text through clues given in the text like numbers, letters, steps, or the words, first, second or next. Therefore, this skill is essential for students especially senior high school students who have already been given long text.

c. Guessing meaning from context

A text consists of words, phrases, clauses, sentences and paragraphs. Hundreds or thousands of words in a text must have difficult or unfamiliar words for students in order to develop students' vocabulary. Finding the meaning of unfamiliar can be done through guessing meaning from context. Duffy (2009:85) argues that the most efficient way to learn the meaning of a new word when reading is to figure it out through thoughtful use of context. In other words, by using this strategy, readers develop an enduring technique for increasing vocabulary independently and quickly.

Furthermore, Ur (1996:140) states that we need to understand some words to understand the meaning of a text. Therefore, knowing the meaning of words in a text is crucial because it impacts the reading comprehension or understanding. The implication of this for teaching is probably that we should not insist too strongly every word, but rather encourage the students to go for the overall meaning of a text.

In accordance to the explanation above, it can be concluded that guessing meaning of unfamiliar words from context should be had by the students. When students find unfamiliar words, they can use the clues embedded in the text around the new word to figure out for them what the word means.

d. Making inference

The definition of inference has been defined by many experts. Preszler, et al (2006) explain that inference is called reading between the lines. One has to figure out the correct answer from the information that is given. Inferring in reading is figuring out answers from the facts to which we have access. Therefore, inference means figuring out the answer through clues given from the text. The definition of making an inference also comes from the other expert. Wassman & Lee (2000:349) define that making an inference means forming your own conclusion by reasoning on the basis of what has been suggested by a writer but not stated directly. In other words, in making inference, the students have to know the implied meaning of information given in the text. Furthermore, making inference needs more than understanding. Like Day & Park (2005:33) argue that making inference involves more than a literal understanding. They add that an inference involves students combining their literal understanding of the text with their own knowledge and intuitions. In other words, in making inference, students should connect information taken from the text with their own background knowledge in order to answer question that is not explicitly stated in the text.

Inference is divided into some types. As Pressley and Afflerbach (1995) state that there are nine types of inference. They are; (1) referential, (2) filling in deleted information, (3) inferring meanings of words, (4) inferring connotation of words or sentences, (5) relating text to prior knowledge, (6) inference about the author, (7) characters or state of world as depicted in text, (8) confirming or disconfirming previous inference, (9) drawing conclusion. In other words those types of inference are implemented based on students' level. Moreover, for senior high school students, the types of inference that should be used are for example; referential, filling in deleted information, inferring meanings of words, and relating text to prior knowledge. Since making inference is the important skill in reading, it gives several positive impacts. Hasan (1994:165-166) describes that making inference gives several benefits. They are;

1. Successful inferring leads to better overall comprehension
2. Successful inferring leads to more engagement with text
3. Successful inferring makes sophisticated readers
4. Successful inferring helps students be metacognitive

In line with the theories above, making inference is an essential skill in reading. Reading task should cover this skill because in making inference, the students are trained to catch the implied meaning of information given in the text. Moreover, this kind of reading skill is often faced by the students in the examination whether mid, final or national examination.

e. Summarizing

Reducing the text to their bare essential is known as summarizing. Raymond (2009:32) defines summary as the general idea in brief form. Duffy (2009:153) adds that summarizing is the creation of a brief retelling of a text. While it may include the main idea or theme, the focus is on describing in brief form the text's major points. Thus, summarizing is retelling the text in brief form.

The ability to make notes on a text, and possibly to summarize the content of the text is very important for students at upper secondary and elementary levels of education, since this is frequently a crucial requirement of students. Realizing to this theory, summarizing is important skill for students especially senior high schools students. They are often faced by test or examination that seeks them to do summarizing.

c. THE CONCEPT OF PERCEPTION

Teachers' perceptions play a crucial in educational perspectives. It is important to review theories about perception. There are some theories related to perception. According to Devito (1997:75), perception is the process when we become aware of many stimuli that affect our sense. Similarly, Sobur (2009:446) proposes that perception is a part of the overall process that produces the response after the stimulus is applied to humans. In accordance to the two theories, it can be concluded that perception is an ability of the overall process of stimuli to make a response and we become aware of something after seeing and understanding something. Moreover, perception in this research means the response given by the teachers about teaching materials especially in the textbook. Furthermore, Barcelos (2000) states that language teachers' perceptions influence what language teachers do in the classrooms. In line with the theory, Yu (1986) mentions that teachers' perceptions influence what teachers do both inside and outside the classrooms. Therefore, teachers' perception influences what the teachers do both inside and outside classroom. The teachers must be aware of what they perceive and believe when conducting their daily teaching. Moreover, in this research, the teachers must be aware of what teaching materials that are used in the teaching learning process. Thus, it will give information about teaching material and for future development. In summary, teachers' perception is opinion giving by the teachers after seeing and understanding something. It can also be defined that teachers' perception are the way noticing and giving opinion on something. Furthermore, in this research, teachers' perception are related to the teachers' opinion or ideas about reading tasks found in the students' book for grade XI semester I.

C. METHODOLOGY

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

D. EMPIRICAL RESULTS AND DISCUSSION

The data of the task of reading materials in students' book of 2013 curriculum grade XI semester I were collected through analysis checklist which were filled by two analysts who are English teachers at SMAN 7 Padang and SMAN 10 Padang and the other is the researcher herself. In addition, there were three aspects in analyzing tasks of the reading materials in this research. They were variety in reading exercises, purity of reading exercises, and coverage of the reading skills. The analyses of each aspect were shown through tables which represent the analysis from the three analysts. Furthermore, they were arranged from chapter 1 (C1) until chapter 5 (C5). The checklist marks (√) indicate that the analysts found the aspects of the indicators already suitable with the criteria of good reading materials and the dash mark (-) indicate the unsuitability of the aspects of the reading materials in the students' book. The summary of reading tasks in students' English textbook for Senior High School grade XI semester I based on the teachers' and the researcher's perception was presented in the following table;

The Summary of Reading Tasks in Students' English Textbook for Senior High School Grade XI Semester I Viewed from the Teachers' and the Researcher's Perception

No.	Indicators	C1			C2			C3			C4			C5		
		1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
1.	Variety in Reading Exercises	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
2.	Purity of Reading Exercises	√	-	√	-	-	-	√	√	√	√	√	√	-	-	-
3.	Coverage of Reading Skills	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-

In accordance to the table above, it can be understood that the reading tasks in each chapter already have variety in reading exercises. Moreover, the reading exercises in chapter 1, 3, and 4 included questions that show the purity of reading exercises. But, in chapter 2 and 5 there was not any questions that show purity of reading exercises based on the analysts. However, the reading tasks did not cover all reading skills that are seen in this research that are skimming, scanning, guessing meaning from context, inferring meaning, making inference, and summarizing.

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

Translation of interview data 1:

R: *If it is looked from the aspect of tasks, what is your opinion about the strengths of the reading tasks found in the book?*

T: *in my opinion, it is known that the book provided reading text that followed by some questions. The strength is the questions provided after the reading texts are not kind of LOTS (Lower Order Thinking Skill) questions but the questions has already directed to the HOTS (Higher Order Thinking Skill) questions since the questions needed the students to analyze the question to answer them. The question like if....., imagine....., why, such kind of questions asked the students to think critically because sometimes the answer do not find in the text but related to the students' experiences. Therefore, only certain students that can answer such kind of question. In fact, most of students accustomed to answer questions that the answers are stated in the text. On the other hand, 2013 curriculum suggested giving HOTS questions to the students. Even in MGMP, Minister of Education and Culture urged the teachers to apply it. But, I think it needs time to apply that. Thus, those are the strengths of the reading tasks that I found.*

Besides the strength found in the reading tasks, the teacher also argued that the reading tasks has weaknesses. The teacher proposed the weaknesses of the reading tasks through the interview. The transcript of interview that represented the teacher's perception of the weaknesses of the reading tasks was described below:

Translation of interview data 2:

R: *What do you think about the weaknesses of the reading tasks that you found?*

T: *In the aspect of task, in the task indicators there should have questions that ask students to find the meaning of the words for example in a form of synonym and antonym or define words inferring. In fact, I did not find it in the tasks. Most of the questions are related to the reading comprehension only. Why these cases become the weakness of the task? Because in Daily examination, mid-term test and semester test, there are questions that ask the students to find the meaning of words in the form of synonym or antonym and also define the words inferring. As a result, the students are not trained to do it in the tasks given in the book. To solve this problem I usually modify the questions before giving them to the students. I adapt it before use it. I match it with the standard competency based on the curriculum. Moreover, the questions in the reading tasks are not vary. In fact, the questions are good but there should have questions like true/false, matching, close test since questions that are given to the students in examination are also included such kinds of questions. Unfortunately, I did not find such kinds of questions in the reading tasks. I hope that the reading task has more variety in the questions.*

Discussion

Based on the finding and data analysis of the research, considering good aims, texts, and tasks of reading materials are essential thing to do in designing a textbook. Those three aspects are related each other and give big contribution to the success of teaching and learning process. Therefore, there should be a discussion on how are the aims, texts, and tasks of the reading materials in the students' English textbook for grade XI semester I viewed from the teachers' and researcher's perception. Those points are discussed in terms of theoretical and practical analysis.

Reflecting to the finding of the reading tasks in terms of variety in reading tasks, the reading exercises in each chapter use variety of questions but there are not any questions in forms of multiple choice and factual questions. Most of the questions in the reading exercises in each chapter ask the same type of question. In fact, applying many kinds of questions is essential. As McDonough and Shaw (1993:124) explain that a variety of different question forms and types enables learners to use their different reading skills in appropriate ways. In other words, implementing a variety of questions in reading exercises is important in order to enable students use their different reading skill. Moreover, most of the questions in the reading exercises of the book are included into higher order thinking skill questions.

Related to the purity of reading exercises, the tasks of the reading material provide the purity of reading exercises. Purity is defined as the quality or condition being pure: the state of being

unmixed (Oxford English Dictionary, 2015). It can be said that if it is related to the purity of reading exercise, it means that the answer of the exercises depend mainly on reading and comprehension. The pure reading exercises measure how much students understand about the reading text. Moreover, based on the finding of reading tasks in the aspect of purity of reading exercises, in general the questions in the reading exercises included the purity of reading exercises in the questions but if it is looked in detail from the total of the question only one or two questions that asked students to find the answer of the question that the answer are explicitly stated in the text. For instance, in chapter 1 the purity of reading exercise is reflected from the questions number 1 and 4. Question number 1 is *did the fisherman like asking the fish for wishes?* And question number 2 is *what happened at the end of the story?* From the two questions, it can be inferred that the questions asked the students answer the questions based on their understanding of the text and find the answer that is explicitly stated in the text. Furthermore, in seeing the purity of reading exercises, there are two other types of questions like the following questions instruction: (1) read the following text and choose the correct answer, (2) read the text and decide the following statement true or false. Then, correct the false one. But, these kinds of questions did not find in the questions of reading exercises in the book. In fact, those kind of questions are commonly included in the examination whether mid or final examination.

The tasks of reading materials should cover the reading skills. Coverage reading skill means here is limited in skimming, scanning, guessing meaning of unfamiliar words from context, making inference, and summarizing. Those reading skills are important to be mastered by the students since senior high school students are often faced by questions that involved those kinds of reading skill whether in mid, final, and national examination. Thus, it is better to include those kinds of reading skill in the questions of reading exercises in order to make the students accustomed to the questions. In accordance to the finding of reading tasks in the aspect of coverage reading skill, it was found that in each reading exercises in chapter of the book, there is not any questions related to guessing meaning of unfamiliar words from context, synonym and antonym, and inferring meaning. In fact, those kinds of reading skill are usually found in the final or national examination.

In conclusion, the tasks of reading materials in each chapter of the textbook do not cover the reading skills that are needed for the students. In fact, the reading skills that do not include in the task commonly appear in examination. It means that what are given to the students in the reading task do not match with what are asked to the students in examination. The questions of the reading task repeated the same type of question in all chapters of the book. The level question of the task is high for the students.

E. CONCLUSION AND RECOMMENDATION

Conclusion

Based on the finding and discussion above, it is concluded that;the reading tasks in the students' English textbook do not provide variety of questions in the tasks. The same kinds of questions were repeated in all chapters. The task included question that are used to know the students' comprehension of the text. The questions in the task also covered several reading skills. However, there was not any question that reflected guessing meaning from the context whereas that reading skill is often appears in the examination.

Recommendation

Based on the finding of the research, recommendation that can be considered is it is suggested for the Minister of Education and Culture to improve the students' English textbook especially in the aspect of task. There should be others kinds of reading task that cover reading skill in the textbook which suitable for the students' level.

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