

**AN EVALUATION OF READING MATERIALS
IN “INTERCHANGE 1 FOURTH EDITION” TEXTBOOK
FOR TENTH GRADE STUDENTS IN SENIOR HIGH SCHOOL**

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ABSTRACT

This research aims to give evaluation for Interchange I fourth edition textbook published by Cambridge in 2012 related to the investigation of good reading materials and perception of the teachers. The good reading materials criteria are employed by Patel and Jain (2008) good reading material. This research occupied a descriptive-qualitative method with a checklist and interview. The results indicated the reading material in Interchange I fourth edition is qualified as good reading materials. In addition, the results from the interview presents the perception of the teachers.

Keywords: reading materials, textbooks, material evaluations

INTRODUCTION

There are a lot of English textbooks provided for English teachers because the textbook is one of the essential teaching and learning materials used in English Foreign Language classes. In line with Tomlinson (1998) “a good textbook may also provide an idea of how language lesson should be delivered. Moreover, Harmer (2007) said that “with a good textbook, it’s possible to conduct English learning activity more attractive. It means that textbooks may arouse how teaching material is revealed and make the student feel secure and have a sense of progression and achievement.

At that time, textbooks were considered the main part of the curriculum. They determined the content, methods, and processes of teaching and learning in the

classroom. It also provided a structured curriculum for teachers to follow when teaching a particular subject. Indonesian textbooks are designed based on the Indonesian curriculum, and teachers also need to use new approaches, methods, and techniques that correspond to the curriculum.

English teachers are needed to evaluate textbooks. They use them to determine if they still have value or if they need to be replaced. To evaluate textbooks, English teachers must pay attention to whether the materials meet the needs of their students and meet the standards of a good textbook. English teachers need to focus not only on standard proficiency but also on student needs and alignment with standards for good textbooks.

The process of evaluating textbooks can be done by examining the textbook content in a manner consistent with external and internal evaluations (McDonough, Shaw, and Mashura, 2013). External evaluations place emphasis on the appearance of the cover, table of contents, etc. The internal assessment then focuses on the study material, including assignments and exercises. Another theory in the process of evaluating textbooks was that of Makundan, Hajimohammadi, and Nimetisalem (2011). He explained that there are two ways to evaluate textbooks. The first is a general evaluation that focuses on the relationship between curriculum, methodology, learner suitability, appearance, and supporting materials. The second is to provide learning content that emphasizes content such as the language used, the four skills, and practice.

English teachers around the world believe that textbooks are the main part of the curriculum. They relied on the fact that many textbooks were available in bookstores. The easy availability of textbooks created serious problems, and English teachers struggled to create their own teaching materials. Just by modifying the textbook itself, we cannot judge whether the content of the textbook is appropriate for the students. When choosing a textbook, teachers may only focus on the textbook's visual appeal or low price. When selecting textbooks, teachers should select textbooks academically, primarily based on the needs of their students.

Considering the fact that textbook is essential in the teaching and learning process, this study aims to evaluate textbooks used in high school classes. The researcher decided to evaluate textbooks already suggested by Patel, M.F. and Jain, P.M. (2008) using the criteria checklist of good textbooks. Therefore, researchers conducted a study titled "Evaluation of the reading content of the "Interchange 1 4th Edition," a textbook for 10th-grade students at high school." Researchers conducted a textbook evaluation to examine the suitability of English textbooks because they are the most used textbooks for students in grade 10 of high school and were developed based on the 2013. Based on the background of the research, the researcher formulated two research questions as follows:

1. To what extent do the reading textbook from "Interchange 1 Fourth Edition" textbook fulfill the criteria of good reading materials?
2. What are the perceptions of the teachers about the reading materials in "Interchange 1 Fourth Edition" Textbook for Tenth Grade Students in Senior High School?

LITERATURE REVIEW

This chapter focus on explain key terms and definition of theories or literature relate to the research of this research.

Reading Materials

Reading materials that can be found in an English textbook usually provide texts, dialogue or any piece of information data and it becomes important material input in the reading session (Hutchinson & Waters, 1987). Authentic texts should be introduced into the learning situation (Nunan, 1992). Reading materials in a language textbook should include a variety of texts that cater to different proficiency levels and language skills. Some examples of what reading materials in a language textbook could include authentic text, short stories, expository texts, dialogue and conversation, and authentic materials.

The textbook's reading materials serve various purposes, one of which is to act as stimulus materials for tasks and activities. It is crucial for these materials to include engaging and enjoyable activities that captivate students and foster meaningful learning experiences (Hutchinson and Waters, 1994). The primary objective of these materials is to facilitate active communication in authentic contexts. By designing the materials with this goal in mind, students can acquire language skills progressively as they work through each unit of the textbook and apply their previous knowledge and skills in practical situations. This approach ensures that students not only learn the language but also develop the ability to use it effectively in real-life scenarios.

Materials Evaluations

The process of assessing and measuring the suitability and appropriateness is the core of evaluation (Hutchinson and Waters). McGrath employs Cunningsworth's point of view, which does not view reading materials as inherently bad or good. Instead, it focuses on determining how effective the reading materials are in improving students' skills in specific contexts.

There are several methods for evaluating teaching and learning materials. McGrath (2002) differentiates three methods: the impressionistic method, in-depth method, and checklist method. The impressionistic method involves obtaining a general impression of the materials by looking through them to identify strengths and weaknesses. On the other hand, the in-depth method provides detailed information about the language description, the learning value grounded in the materials, and whether they fulfill their claims. The checklist method, as suggested by McGrath, employs a checklist as a tool for evaluation. This checklist consists of a list of items that allow for comparing, identifying, and verifying information within the materials. In this research, the checklist method will be utilized to evaluate the reading materials concerning the theme of "Global Issues" in the context of a "Interchange 1 4th Edition" course.

The materials evaluation checklist is an instrumental aid for practitioners in English Language Teaching (ELT) to evaluate language teaching materials. It offers a more sophisticated evaluation based on a set of generalizable criteria. McGrath (2002) outlines four advantages of using a checklist for materials evaluation:

a. Systematic

The use of a checklist to conduct materials evaluations provides many benefits and positively contributes to the efficiency of the evaluation process. The use of a

checklist to do materials evaluations gives many benefits and positively contributes to the efficiency of the evaluation process. One of the benefits of using a checklist is its systematic nature. Researchers can make sure that all important aspects related to the material evaluation are evaluated and addressed. Researchers will comprehend the aspects that are being evaluated, leaving no important aspects overlooked. Therefore, the process of evaluation becomes more reliable, credible, and effective in giving a comprehensive assessment of the evaluated materials.

b. Cost-effective

Doing material evaluation is a time-consuming job, but the use of a checklist can shorten the process of evaluation by ensuring every step is effective and efficient. By employing a checklist in the evaluation process, researchers can gather and collect a huge amount of information in a relatively short time. It is not only about the period of time, but it also enables maximizing the resources and managing the evaluation process efficiently. This gives significant help when the research is conducted in an educational context with time limitations.

c. Organized format

The use of a checklist can make the result of the evaluation more organized and easier to understand. When there are many aspects that are evaluated, a checklist can streamline the process of evaluations more manageable. The format that is well organized can also help the researcher to compare among aspects side by side to find out the strength and weakness.

d. Explicit

The checklist explicitly presents and shows all aspects that are being evaluated. This approach is very useful in helping all researchers understand the aspects that are being evaluated. When researchers have a common understanding of the evaluated aspects, it becomes easier to achieve the research objectives. Besides, the clarity offered by the checklist can also avoid ambiguous objectives and minimize possible biases.

Reading plays an important role in developing students' thinking skills, enriching their vocabulary, improving their writing abilities and exploring new ideas, facts, and experiences (Mikulecky and Jeffries, 1996). Students can learn new knowledge by reading various kinds of texts from materials in the textbook. Reading materials play a pivotal role in the teaching and learning process as they significantly contribute to the development of students' reading skills and broaden their world knowledge.

Students have difficulty reading English texts due to the difference in language characteristics between their mother tongue and English. They need to process the information from the reading text longer. Some problems found in many textbooks are that the reading texts in students' textbooks are monotonous and boring because textbook content is often not tailored to students' needs and irrelevant to their interests and experiences.

The acquisition of text, dialogue, and any piece of information from a textbook is so essential. Reading copies with long texts. Unfortunately, many students get instantly bored just after their first sight after having such texts. Moreover, their boredom easily leads them either to a lack of motivation or awareness. Authentic material has the potential in keeping them from such distractions. Learning situations should propose the authentic text in the learning situation (Nunan, 1992). The development of students' reading skills is leveraged by engaging and enjoyable knowledge. Textbooks and study materials that encourage an interactive approach are more likely to stimulate deep rather than surface learning. 'Deep' learning is based on developing your understanding and on challenging ideas and assumptions, while 'surface' learning is more associated with only memorizing information and following instructions. Deep learning approaches include

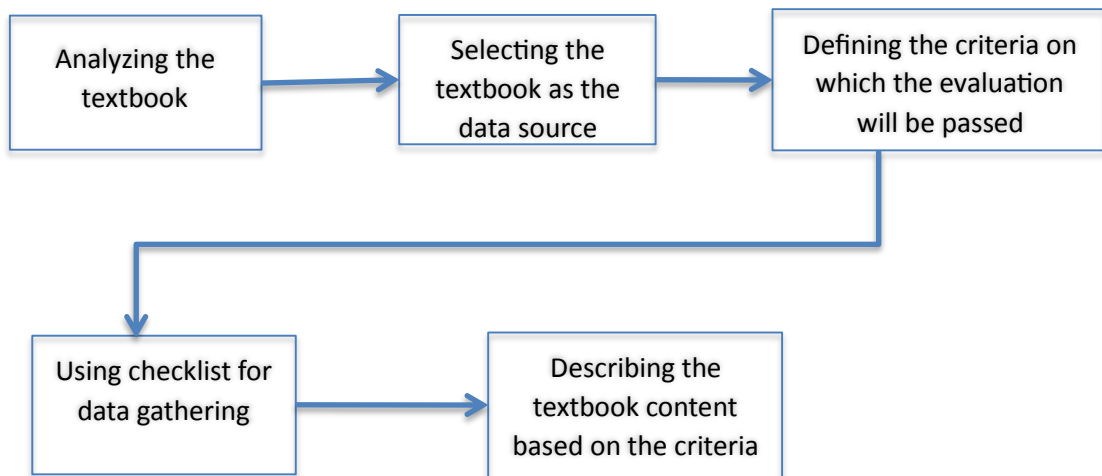
encouraging learners to try things out for themselves, helping them to process new ideas, and linking learning with existing knowledge and experience.

Students are hoping to comprehend the meaning of the functional text and short essay based on students' daily life, for instance, instruction, shopping list, congratulatory, announcement, descriptive, and procedure. Materials are stimulated by pleasant activities and tasks to attract students' learning capacity. It is in line with Hutchinson and Waters, (Hutchinson 1987) that learners' thinking capacity should be provided within the materials. In addition, materials should be arranged to focus more on communication tasks. Decent reading textbook materials can be identified by doing an evaluation since it provides worthwhile information for classroom practice, course plans, and task management.

Patel and Jain (Patel & Jain, 2008) classify good reading materials are the subject matter should be well graded, the words and structure are carefully graded, and clear and unambiguous instruction should be given alongside the practice and exercise. As a matter of fact, reading encourages readers to broaden their knowledge, vocabulary, and writing skill.

In order to conduct textbook evaluation, the criteria of textbooks are the most important aspects to be paid attention to get the reliable research. So, the criteria of textbook evaluation used in this research is the textbook criteria which proposed by Mukundan, et.al (2011). To be clear, the conceptual framework is presented in the following figure.

Figure 1. Textbook Evaluation Criteria Framework



RESEARCH METHODOLOGY

Research Design

The objective of this study is to determine whether "Interchange English" for tenth-grade students fulfills the criteria of being effective reading material. This study falls under the category of qualitative research design, which relies on interpretive analysis conducted by the researchers rather than statistical analysis (Mackey & Gass, 2013). The purpose of descriptive research is to gain information about particular situations and phenomena (Ary et al., 2006)

The focus of this research is on the usage of the "Interchange" textbook for tenthgrade students in a senior high school. Published by Cambridge University Press in 2012, the reading materials in this textbook are analysed based on the criteria established by Patel and Jean. The first question of the research is addressed by analysing sixteen chapters of the textbook, including the reading texts, tasks, and exercises.

Unit Analysis

The reading material in the English textbook entitled "Interchange 1 Fourth Edition" is the object of the research. There are several key aspects that were evaluated in the reading materials of the "Interchange 1 Fourth Edition" textbook for tenth graders

in senior high school. Firstly, the grading of the subject matter was analysed. There are include whether the texts give new knowledge and relevance to the national syllabus. Secondly, the grading of the words and structure were examined. The researcher analysed whether the words and the structure are arranged from easy to difficult. It included idioms, tenses, grammar, and verb patterns. Last but not least, the instructions in the reading material in the “Interchange 1” textbook were analysed. There are more than 100 found in the text. All of the materials will be examined whether they are categorized into clear and unambiguous. Then the questions in the textbook were classified into their level of questions. They are literal, inferential, and critical.

Data Collection and Data Analysis

Interchange 1 English textbooks that are used in the tenth grade in senior high school were selected and analysed by the researchers. The reading materials in the textbook were analysed using good reading criteria by Patel and Jean (Patel & Jain, 2008). The researcher also used the checklist method suggested by McGrath. The use of a checklist is very helpful because it can make the process of analysing more systematically to get a deeper understanding of the topics being studied (McGrath, 2016).

The data analysis technique in the Interchange 1 textbook collects research data from a checklist and interview. The researchers conduct an interview with the teacher who used the textbook at school. The result of the interview was analysed by descriptive qualitative method and presented in the result of the research.

RESULT AND DISCUSSION

In this research, an evaluative checklist developed by Patel and Jain for assessing good reading materials was employed to analyse the findings. The analysis focused on three general criteria that are relevant to reading materials.

The subject matter should be well-graded

Table 1. The subject matter should be well-graded

No	The Checklist Items	Excellent	Good	Fair	Poor
1	Gradation of texts varies from easy to difficult		✓		
2	The text gives new knowledge to students	✓			
3	The materials should be suitable for the syllabus		✓		

The research showed that the gradation of reading text materials categorized into good. The degree of readability of the readings varied significantly among reading texts. However, most texts fall into easy texts gradation category. The level of the reading is listed the same as the student's current grade.

New knowledge about the text was then classified as excellent. The texts presented many new things and up to date information as the published year of the book. Many attractive things presented in the textbook for learners such as telling a profile of a singer (Fergie from the Black Eyed Peas), presenting extreme activities (Taking the Risk), giving advice of the manner of using cell phone (Cell Phone Etiquette) and interesting facts about the fathers who are fully take care of their family (Stay-at-Home Dads).

The final metric for this criterion is relevancy to curriculum is rated as 'good'. The textbook readings included kinds of texts that were written in the Kurikulum 2013 syllabus. Among texts that are in the Kurikulum 2013 syllabus are narrative text, recount text, descriptive text, interview, product review, biography, email are presented in Interchange 1 Fourth Edition textbook.

Gradation of texts varies from easy to difficult

Data on sentence difficulty were collected using a readability test tool. Microsoft Word 2013 was used to determine readability scores for easy-to-read text included in readings from Interchange 1 Fourth Edition textbook. There are two types of readability tests: Flesch Reading Ease and Flesch-Kincaid Grade Level. The Flesch Reading Ease test grades the text out of 100. Therefore, the lower the score, the more difficult the text. Sixteen texts were evaluated in the readability test. Most easy-to-read texts in textbooks were classified as easy-to-read texts based on their scores on the readability test. The average score for texts on the Flesch Reading Ease test is 61. This means that textbook reading texts meet the scores of most standard texts. Based on Flesch's readability theory, most standard texts have values between 60 and 56. The Flesch Kincaid Grade Level Test evaluates texts based on the grade level of the school. For example, a score of 7.0 means that a 7th grader can understand the text. However, Flesch Kincaid's grade level test revealed that the reading of the textbook text was below the student's grade level. Flesch Kincaid's average grade level test score is 7, while current students are in grade 10. There are only 5 texts that are close to the current student's level (text numbers 2, 4, 13 and 16). Some texts are beyond the current student's level. These are text numbers 3 and 11. After research, I found that the textbook contains both easy and difficult texts. Regarding textual difficulty, Nunan (1992) points out that textual difficulty is traditionally seen in language learning. Texts that are subject to learner input must be evaluated in terms of language elements and careful selection or "control" of those elements. Kiato (1997) states that it would be helpful to have texts in different formats so that students can learn how to deal with them. It is useful to have texts in different formats so that students can learn how to use different formats. He explains that the material presented should be

slightly more difficult than the student's current English level. If that so, the students will be able to learn new grammatical structures and vocabulary.

The text gives new knowledge to students

Research has shown that the readings of the textbook "Interchange 1 4th Edition" offer students with certain new information and knowledge, such as the text topic, culture, linguistic features, and text structure.

Research found that the readings of the textbook "Interchange 1 Fourth Editions" provide students with new knowledge. First, the reading provided a different topic of interest in each reading section. The textbook "Interchange 1 Fourth Edition" contains 16 texts with different styles, such as descriptive texts, recount texts, biography, email and quiz. The 16 texts included in the reading presented almost different subject areas. For example, there are eight descriptive texts, each presenting a different topic. The themes revolved around a description of a name, online shopping, daily activities, stay-at-home dad, cell phone etiquette, and setting personal goals. The reading text with the title "Things You Can Do to Help the Environment" gives information about daily habits that can help the environment. Stay-at-Home Dad text gives a new information that probably many people don't know. Therefore, students naturally acquire new knowledge through reading in diverse subject areas. In general, the topic provided students with new knowledge as it allowed them to learn more about the information in the text.

The topics given in the reading are also presented in order and arranged systematically. Regarding the topic of the materials, Sheldon (1987) stated that variations on topics in the textbook should be organized in a systematic sequence, chapter by chapter in order to support the development of student's creativity and critical thinking. rice field. Secondly, the reading material also contains cultural information. The World in One Neighborhood text presents some cultures in different countries. Regarding texts that provide new knowledge to students, McGrath (2002) stated that reading is an important

way of acquiring knowledge. Learners can learn more than language from the materials used in language learning. Textbooks must also be acceptable to any culture. According to Al-Ghazo and M. Samdi (2013), textbooks must have a cultural dimension that enhances students' knowledge of national and international culture. By presenting many interesting topics, the book attracted students' attention and delivered new knowledge.

The materials should be suitable for the syllabus

Curriculum serves different and valuable functions for different groups within an institution. B such as a communication mechanism, as a planning tool for instructors, and as students course planning, a teaching tool or resource, teacher assessment artifacts for teacher, and evidence of accreditation (Albers, 2003; Hockensmith, 1988; Matejka & Kurke, 1994; Parkes & Harris, 2002; Slattery & Carlson, 2005; Smith & Razzouk, 1993) . ; Thompson, 2007). A syllabus' function is determined by who uses it. Although there are some similarities in usage, students, faculty, administrators, and accredited staff all use this document for different purposes.

The 2013 Curriculum has been implemented in Indonesia since July 2013. The curriculum is designed to produce productive, creative, innovative and affective human resources through capacity building in the areas of attitude (spiritual and social), knowledge and skills (Puskurbuk, 2012). the domain of attitude (spiritual and social), knowledge, and skills (Puskurbuk, 2012). The curriculum is very different from the previous curriculum. The curriculum not only emphasizes knowledge and skills, but also changes teaching methods and assessment systems. The new curriculum goals are achieved by paying attention to educational content, shifting the learning paradigm from a teacher-centered approach to a student-centered approach, and using competency-based assessment to replace test-based assessment with authentic based assessment which measures attitudes, knowledge and skills based on learning processes and learning outcomes.

There are two kinds of text in Curriculum 2013, short functional text and long functional text. Short Functional Text is a short text that has particular meaning and purpose, and can be used in our daily life. It can be in the form of warning/notice/caution,

announcement, invitation, greeting cards, short message or memo, advertisement, poster, flyer, pamphlet, brochure, product review, food label, medicine label, manual guide, recipe, etc. It's called short functional text because the text is short and has specific information.

The 2013 Curriculum syllabus mentioned that the students hoped to be able to understand the meaning of short, simple factual texts that relate to real-life situations of students. The exercises provided in the reading materials made the students understand the meaning of the text and associate it with their life.

In 2013 Curriculum syllabus also stated that the students hope to be able to write their own text but there's no exercise in the reading material for students to make the text. For example in unit 6 where recount text (Vacation Post) is given, the students are only asked to answer the questions related to the text.

Although there are some inscrutableness between the syllabus and materials, there are some suitability that cannot be ignored. There are some similarities between syllabus indicators and reading goals. Both syllabus indicators and reading material purposes state that students should identify the information from the text such as rhetorical structures and communicative functions of the text.

Table 2. The topics in the book

UNIT	TITLE
1	What's in a name?
2	Why do you need a job?
3	Tools for better shopping (online shopping)
4	Fergie of the Black Eyed Peas
5	Stay-at-Home Dads
6	Health and fitness quiz
7	Vacation posts (postcards)

8	The world in one neighborhood
9	Dear Ken and Pixie, Your style questions answered
10	Taking the risk (extreme activities)
11	Greetings from ... (some countries)
12	Rainforest remedies
13	To tip or not to tip
14	Things you can do to help environment
15	Cell phone etiquette
16	Setting personal goals

The words and structure are carefully graded

Table 3. The words and structure are carefully graded

No	The Checklist Items	Excellent	Good	Fair	Poor
1	The words and structure already learn and repeated in the coming pages so that the students could revise them making		✓		

Repeated words and structures related to the reading materials are achieved by the researchers. The repeated words and structures were found. The repeated words and structures vary in the part of speech namely, noun, adjectives, adverb, preposition. In addition, simple present tense is frequently used structures in the textbook. "Interchange fourth edition" book comprises of four kinds of reading text, for instance descriptive and introduction

Simple present tense and simple past tense are the most used structures in “Interchange fourth edition” book. Simple present tense is frequently implied in introduction text since simple present tense related to introduce people and places. In addition, Simple past tense is administered in description text when depicting about past events. In this book, it has not only tenses structures but also question structures namely Yes/ No questions and Wh- questions.

Moreover, there are a lot of vocabularies that are restated on the textbook related to the students on a daily basis. The vocabularies are adverbs of frequency and quantifiers for example always, usually, sometimes, hardly ever, almost never, never for the adverbs of frequency and all, nearly, most, many, a lot of, some, not many, and few for quantifiers. The repeated vocabularies are either presented in the reading text or in the exercises therefore students are able to comprehend the vocabularies.

In line with Syafitri, Sada, Sumarni (2013), decent words and structures guide the students to flourish the material comprehension. Patel and Jain (2008) stated that the repetition of the words and structures are pivotal. Consequently, students evolve language skill beyond the classroom from the textbook.

Clear and unambiguous instruction should be given alongside the practice and exercise

The table indicates that the textbook has good instructions for exercise and practice. The students could comprehend the instruction of the activity and practice because they used familiar words and sentences. The complexity of the questions can be categorized into fair. All of the three types of questions can be discovered in the textbook. However, the literal questions are more than inferential and critical.

Table 4. Clear and unambiguous instruction should be given alongside the practice and exercise

No	The Checklist Items	Excellent	Good	Fair	Poor
1	The instruction of practice and exercise should be clear and unambiguous	✓			
2	The level of questions in the exercise consists of three levels; literal, the inferential, and critical question	✓			

The instruction of practice and exercise should be clear and unambiguous The textbook should have clear and unambiguous instructions. The instruction in the reading material in the English textbook “Interchange 1” is clear and unambiguous. Based on the result of studying the textbook, 34 instructions for exercise and practice and 32 among them were clear and unambiguous, and 2 instructions can be categorized as unclear and ambiguous. The author of the book always uses one verb in every instruction to avoid confusion for the students.

The clear and unambiguous instructions are presented in short and simple sentences. One example of clear and unambiguous instructions is “Read the following text”. That instruction has no multiple interpretations beyond reading the particular text.

There are many instructions that use only straightforward verbs such as “Read the text.”, “Check the statements that are true.”, and “Complete the chart.”. Instructions with more than one verb were not found. It was very good to avoid confusion for the students. The instructions that need two actions are divided into two sentences such as “Read the interview. Then check the correct names”, and “Read the article. Answer the questions”.

The unclear and ambiguous questions in the textbook should be taken into account by the teacher. Although there are only six instructions, it can make the students confused and disturb the learning and teaching process. Providing clear and unambiguous instructions is very important. Good instruction should be simple and easy to understand

(Syafitri & Sada, 2013). The instruction should be clear and not give multiple interpretations.

The exercise and practice consist of three levels of questions

Table 5. Reading material questions in the Interchange I Fourth Edition

No.	Level of Questions	Quantity
1.	literal	36
2.	inferential	40
3.	critical	21
	Total	78

Three levels of questions are presented in the “Interchange” English textbook. About 82 questions of reading materials were analysed. 36 questions are classified into literal questions. 40 questions are inferential questions and 21 are categorized into critical questions. Inferential questions are more than literal and critical questions. It is very good because inferential questions can promote students to develop their critical thinking.

The answer to the literal questions is explicitly presented in the text while the questions of inferential and critical questions are implicitly in the text. It means students have to comprehend and think to answer the questions. The characteristic of critical questions is usually about opinions and ideas related to certain events.

Those three levels of questions that are presented in the textbook are very important and helpful to develop students' critical thinking. Students who can apply a high level of thinking can easily answer any inferential and critical questions.

Teacher's Perception

Interchange 1 was selected as the main source of teaching material for the tenth grade students because of some reasons. The book contains four basic language skills that are reading, writing, listening, and speaking. The book also offers updated content in every unit, grammar practice, and opportunities to develop speaking and listening skills. Interchange Fourth Edition features contemporary topics and a strong focus on both accuracy and fluency. Its successful multi-skills syllabus integrates themes, grammar, functions, vocabulary, and pronunciation. The underlying philosophy of the course remains that language is best learned when it's used for meaningful communication.

The teacher's perception about the reading material in "Interchange Fourth Edition" textbook was excellent. The difficulty of the text is suitable for tenth grade students and most topics are interesting. Unfortunately, there's no audio provided in reading materials. It is better when the teacher teaches reading material and the students can also listen to the audio of the reading material. The more the students listen to English audio, the better they will be, especially in terms of listening.

All reading texts in Interchange 1 textbook are put at the end of the unit. The exercises from the texts given are aimed to develop students' critical thinking skills. The book is highly recommended for teaching in the classroom.

CONCLUSION

Textbooks are one of the learning media that facilitate the teaching and development of teaching materials for teachers in the classroom. Textbooks are also very important in the learning and teaching process, because without them, students lose the sense of learning. Using a textbook makes it easier for students to understand the lesson.

Teaching reading can be challenging. The teachers should attempt to train students to comprehend reading text. These efforts can be conducted through various activities.

The tenth-grade high school students' evaluation of the reading materials in the English textbook "Interchange 1 Fourth Edition" used a checklist that was adapted from Patel and Jain's (2008). The research showed that reading materials in English textbook "Interchange 1 Fourth Edition" clearly meet the requirements for good reading materials in terms of the subject matter that should be well graded, the words and the structure are carefully graded, clear and unambiguous instructions should be given alongside the practice and exercise. The topics presented in the book are interesting. For future research, there is still a big phase to be studied. The future researchers are suggested studying the propriety of the reading materials to the newly applied national curriculum. In future research, the exploration of local culture and gender representations could be an interesting aspect to study. The content of the moral values in the textbook can be useful information for teachers' use of the book. The teachers should understand whether the content of the book conflicts with local values. Most aspects of the textbook are categorized as good and excellent, probably because the textbook was published by Cambridge University Press which has published more than five thousand books.

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