

EVALUATION OF THE BOOK "UNSKILLED JOBS IN WEST KALIMANTAN" AS AN EXTENSIVE READING MATERIAL FOR TANJUNGPURA UNIVERSITY STUDENTS

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Abstract

The use of books by students needs to be checked and evaluated periodically to see the book's quality. The book "Unskilled Jobs in West Kalimantan" was assessed to catch readers' responses in the context of the physical appearance of the book and its content. The research was carried out by distributing a mixed questionnaire containing book evaluation and understanding of the books read. Based on the research results, readers responded positively to the book's physical aspects, including layout, design, and cover. Apart from that, the assessment of the book's contents in terms of diction also received a positive response. Readers understand the reading in the book more quickly in a short time. This book is designed for intermediate-level readers. It can be concluded that the book Unskilled Jobs in West Kalimantan meets readers' expectations at the intermediate level.

Keywords: Evaluation, Understanding, Expectations.

Abstrak

Evaluasi buku yang digunakan oleh peserta didik perlu dilakukan secara berkala. Hal ini dimaksudkan agar kualitas buku tersebut semakin bagus. Evaluasi buku *Unskilled Job* dilakukan untuk melihat tanggapan dari pembaca dalam konteks tampilan fisik buku dan isi dari buku tersebut. Penelitian dilakukan dengan menyebarkan angket campuran yang berisi tentang penilaian evaluasi buku dan penilaian pemahaman terhadap buku yang dibaca. Berdasarkan hasil penelitian, para pembaca memberikan tanggapan yang positif terhadap aspek fisik buku seperti tata letak, desain, dan cover. Selain itu, penilaian terhadap isi buku dari segi diksi juga mendapatkan respon yang positif. Hal ini dapat dilihat bahwa pembaca lebih mudah memahami bacaan yang ada dalam buku dalam waktu yang tidak lama. Buku ini memang didesain untuk pembaca level menengah. Dapat disimpulkan bahwa buku "*Unskilled Job in West Kalimantan*" sesuai dengan harapan pembaca pada tingkat menengah.

Kata Kunci: Evaluasi, Pemahaman, Harapan.

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Several factors, including the availability and quality of supporting materials, influence the quality of education. The availability of materials by the government to fulfill the need for supporting factors in learning activities is considered important because teachers and students have always relied on available materials. Due to the importance of the quality of existing books, one of the things that can be done to maintain the quality of books is to carry out regular evaluations. Two evaluation processes can be carried out to assess the content and suitability of existing content, namely external assessment and internal evaluation (McDonough, Shaw, & Masuhara, 2013). External evaluation focuses on the physical appearance of the book, such as the front cover, opening section, and table of contents. Meanwhile, internal evaluation focuses on the content discussed in the book. This combination of external and internal evaluation can provide a more comprehensive assessment of the book.

The evaluation that will be carried out on books can also assess the effectiveness and usefulness of the available books, including the benefits of books in providing new knowledge and information for readers. The information in the book can offer a new perspective on topics that have never been known before or can provide refreshment for some reasons. Books are one of the media used in the teaching process and play an important role in every process. So far, teachers and students have always relied on the material available to them because books are the main source for them to get material. Therefore, the dependence of teachers and students on material books shows the importance of carrying out regular evaluations of the books used to assess books from various aspects as appropriate. Readers, one of the benefits

of reading books is as a means of relaxation.

Wibowo, 2017 in Ayu & Indrawati (2018) stated that several factors support the importance of evaluating the books used, one of which is determining whether the material available in the books can provide insight to students. Supported by research from Ayu & Indrawati (2018) states that it is essential to evaluate books used in the learning process because books are one of the providers of information and knowledge that will be used and the evaluation process also has an impact on the suitability of the book's contents to the needs of students and teachers.

Based on these reasons, a book evaluation process is very necessary to determine the quality of the reading material and to be able to correct any existing deficiencies. Improvements to the quality of material in books are essential because readers will interact directly with the books they read (Tomlinson, 200). Therefore, authors must ensure that the books to be distributed are of good quality so that they provide benefits to readers.

One teaching method related to reading is Extensive Reading. Day & Bramford (2005) stated that extensive reading is a teaching approach to attract students to read as much as possible to improve reading abilities and expand vocabulary. Extensive Reading (ER) is a teaching related to reading many texts chosen by students themselves. The content of the text usually matches the reader's interests because they can choose their own reading book, and after reading, there is usually little or no practice regarding the reading. This is sometimes an attraction for readers because they don't have to answer questions afterward. The increasing popularity of ER in recent

years proves that this method provides many benefits to readers.

This research will discuss the effectiveness and benefits of using the "Unskill Jobs in West Kalimantan" book for students. This book contains content about several types of work that do not require special education, training, or even certain skills to complete the work. Several types of work are shown in this book, including herbal medicine sellers, grave diggers, parking services, and weavers. These jobs have been around for generations and have become part of the local wisdom we encounter daily in life. The services of these workers are very useful and society cannot be separated from the service users.

Students are only used to formal jobs such as teachers, doctors, police and lawyers. These jobs are formal types of work requiring special education or training. Some people then look down on other jobs, even though without people doing these jobs, the cycle of people's lives would be disrupted.

This book can provide new knowledge to readers so that they become more aware of the lives of the people around them and become more concerned about their fellow humans.

A. Teaching English in Indonesia

The role of English as an international language makes this lesson one of the mandatory foreign language lessons from middle school to university level. Teaching English at the formal education level is an obligation for students because they lack exposure if they only rely on the surrounding environment. Plus, the existence of English cannot be separated from the need to communicate in everyday life. Currently, countries that do not use English as their main language have opened up wide use and opportunities to apply English in almost all aspects of life

(Yusny, 2013). By placing English as a compulsory subject, students are expected to have English language skills and get the opportunity to develop themselves more widely.

As one of the foreign languages studied in the school environment, English is rarely used outside the classroom, and its use in the classroom is limited (Suryanto, 2014). Students continue to use Indonesian or their mother tongue in daily conversations. This causes students to be less able to master English, especially with the monotonous use of vocabulary. Their knowledge of English is considered lacking and not developed because they only get theory and do not practice it. In fact, the essence of learning a language is its application in communication.

Previous research revealed several factors that cause students' low ability to master English. Students' passive and shy character affects their acceptance of the teaching and learning process in class (Exley, 2005) and also causes students not to participate actively in class (Suryanto, 2014). In addition, students' motivation in learning English is only based on immediate needs (Bradford, 2007). For example, when the exam is approaching, students only focus on the exam questions and only learn how to answer them correctly and quickly without thinking about mastering English.

Most students start learning English at 13 or when they enter junior high school. At that time, they had already missed the period of mastering their first language. Brown (2000) states that mastering a first language can be an obstacle or difficulty in learning a second language. This is supported by research conducted by Moedjito and Harumi (2008) regarding errors in the pronunciation of English vocabulary from Indonesian speakers. This research shows that Indonesian students who are already accustomed to Indonesian

pronunciation find it difficult to learn English pronunciation. Other research conducted by Handoyo (2010) proves that there are significant differences in the vocabulary of English and Indonesian. These differences include the phrases and grammar used in conversation and writing, and this causes students' understanding to decrease. These obstacles in learning cause many students to have difficulty and ultimately think that learning English is difficult and burdensome for them. This will be ingrained in their minds until they enter university education.

B. Extensive Reading

The lack of learning resources other than formal classes influences the low ability of students to master English. As a learning medium, the role of books is also very minimal. Low reading habits make students lack one of their learning sources. In fact, there are many other language-learning resources that students can use outside the classroom. For example, by watching films, listening to songs, playing games, and practicing talking directly with people in the surrounding area. However, this research focuses on assessing the application of research product books to increase reading interest in order to benefit from the content provided and increase knowledge after reading.

In language learning, books are one of the main learning media. According to Tomlinson (2008), material is anything that can be used to assist the language teaching process. Materials can take the form of textbooks, cassettes, videos, newspapers, writing on a blackboard, or anything that contains information that can be used as a learning medium. In this research, the media that will be used is a textbook using the Extensive Reading teaching method.

Extensive reading was first introduced by Palmer who considered reading activities to be activities that students could enjoy to gain new information and knowledge (Day, 2015).

According to Stoller (2015, in Day 2015) extensive reading is an approach to teaching and learning to read where students can read a large number of books or literature, inside or outside the classroom, with selected books that are interesting and easy to understand for each of them. each reader. The concept of extensive reading is that students can read books adapted to their level of understanding which can make the reading process more comfortable and easier.

Extensive reading has several benefits, such as overcoming limited English input (Aka, 2019), adding new vocabulary and reading speed (Renandya & Jacobs, 2016), and providing deeper and broader information regarding the content of the reading (Renandya, 2007). When students read more books, they will get a lot of input, especially a variety of new vocabulary, grammar and knowledge. This input will make the learning process more effective and efficient. It is believed that the extensive reading process can help students understand and understand vocabulary more accurately and become familiar with the vocabulary (Aka, 2019).

C. Development of Textbooks Based on Extensive Reading

To support the implementation of extensive reading for students, the provision of teaching materials or book products that can be used for this program must be developed. The lack of available books can cause students to lack interest in reading activities. Even though it has been stated that extensive reading has many benefits. Efforts can be made to provide or purchase books of various types and covering all reading levels to accommodate all students. Another thing you can do is develop your own reading material according to your

individual goals. This research will assess and evaluate the application of books that students will use in extensive reading.

Day & Bamford (2002) put forward ten basic principles in developing reading materials aimed at extensive reading. This principle can be a basic reference for material developers as a basis for creating teaching materials or reading materials. These principles are:

1. reading material is easy;
2. Reading material consists of various topics;
3. Readers are free to choose the books they want to read;
4. Readers can read as much as possible;
5. The purpose of reading is to fulfill pleasure, gain information and increase general insight;
6. Reading can serve as a reward;
7. Reading can be done quickly;
8. The reading process is carried out alone and silently;
9. The teacher introduces the extensive reading method and guides afterwards;
10. Teachers act as role models

Based on these ten basic principles, material developers can adapt to each need. The books designed must be adapted to the level of students' understanding and packaged with interesting topics. This activity can be implemented outside of class hours so as not to disrupt study time, or teachers can ask students to provide independent reading time so that extensive reading activities can be carried out without interruption. Teachers can accompany them from the beginning of selecting books, during the reading process, and after students have finished reading. The teacher can also randomly evaluate the contents of the book, asking about the characters or storyline written in the book. In this research, students were given an evaluation sheet to assess the effectiveness and content of the book.

RESEARCH METHOD

This research applied the ADDIE (Analysis - Design - Development - Implement - Evaluation) method. Seel & Glasgow (1998) introduced as the main reference. This research focuses on the implementation and evaluation process. This book has been tested for use in the classroom and researchers collected data based on this application and assess its effectiveness using tools adapted by experts.

This research was conducted at Tanjungpura University, Pontianak. Participants came from various faculties and backgrounds not from the English department. This was intended to assess the effectiveness of this book from different perspectives of students. The selection of participants also considered aspects of assessing new knowledge and vocabulary contained in the book.

Data collection in this research went through two stages. The first stage was the application or implementation of books for participants. Students were asked to read book from this research. The reading process was carried out without guidance and can be done at any time, whether in or outside of class. Students were free to decide because this can influence their acceptance of the new knowledge available in the book. At this stage, the researcher also took field notes when this book was given to the participants. Next, the second stage was evaluating the product book used during implementation. In this stage, researchers collect data from participants using prepared instruments. The instrument that used in collecting this data was an open questionnaire that relevant expert has validated. Students were given an evaluation sheet or available questionnaire to obtain data from the application of the use of research product books.

The collected data was a questionnaire containing the book user's assessment of the content and benefits obtained after reading and field notes from the researcher. Furthermore, because this book was intended to apply extensive reading methods, participants were also expected to be able to make reading notes during and after finishing reading. As direct users, data collected from participants will be useful to determine their attitudes towards this book.

After completing the data collection process, the researcher analyzed the data through several stages of coding. Data collected through open questionnaires was organized through interpretation stages to make it easier for researchers to obtain important information contained in the data.

RESULTS AND DISCUSSION

A. Research Results

1. Book Design

The first part of the questionnaire discussed design the book, including the front cover, layout, color selection and type of writing based on the participants' opinions. From the data that has been collected, many participants thought that the design in the book "Unskilled Job Jobs in West Kalimantan " was attractive. The choice and use of color and writing was also perfect because it consist of bright colors that attract the reader's interest in opening the book. The size of the writing and images in each chapter is also appropriate, they do not collide or overlap. The size of the text is not too big or small, and the size of the images also does not distort the proportions of the layout on each page.

However, some participants suggested including all the pictures of the jobs discussed in the book on the front cover rather than just showing certain jobs. Furthermore, several participants thought that the

background used in each article was too striking to the point of disturbing reading comfort because the writing was unclear. Finally, the choice of theme used was considered monotonous because it uses the same structure, starting from the first chapter to the last. They said that it is better if you choose and use a different design theme based on the theme of each work.

2. Book Content

The second part of the questionnaire discussed the contents of the book, including the writing and delivery methods used by the author. This section also discussed the time needed to read the text and the diction used in writing the book.

a. Level of Understanding of Book Content

Based on the data collected, most participants thought the book's contents were easy to understand. The choice of words used was also within the scope of their knowledge. The sentences in the book are arranged neatly and the language used is communicative so that it does not cause problems or discomfort when reading. Although some participants admitted that sometimes they still came across some words whose meaning and meaning they did not know or were not very sure, they could use a dictionary. This did not affect and disturb their reading experience because they only confirmed the meaning of certain words. This was reinforced by the opinions of several participants who think that the choice of words used in the book fell into the light category.

b. Reading Duration

Participants had different answers regarding the length of

time needed to read each chapter. Most participants took 5 – 15 minutes to complete the reading, while some said they needed more time, namely around one hour or even a day for one chapter.

c. Interesting Things from the Book "Unskilled Jobs in West Kalimantan"

The book "Unskilled Job Jobs in West Kalimantan in West Kalimantan " consists of 7 chapters that contain different stories such as Blacksmiths, Coconut Pickers, Gravediggers, Scavengers, Herba Drink Sellers, Parking Attendants, and Shoe Repairers. . Based on the data collected, participants chose several stories that were their favorites. The best story according to their version is Blacksmith, Ccoconut Picker, Scavengers, and Parking Attendant. Participants revealed several reasons behind choosing these stories. First, this job requires reliable skills and a lot of experience. Second, this work is a noble job. Finally, they just realized that this job exists and is rarely seen by society. Many participants also chose all jobs because each story has its own special features and they can realize that there are many jobs that can inspire and show different perspectives on life, which in the end can encourage them to always try and be grateful.

d. Moral values

When we read a new book, of course we hope to gain new knowledge or information. Some also want to find entertainment or channel their hobby of reading. The book "Unskilled Jobs in West Kalimantan in West Kalimantan"

was designed to fulfill all these hopes or desires.

Many participants believed that after reading the book "Unskilled Jobs in West Kalimantan in West Kalimantan ", they gained a lot of new information and were able to increase their knowledge about the jobs around us, which we had not been aware of until now. They also added that some people consider trivial work is precious. As social creatures who live side by side and need each other, we are not allowed to take work for granted. Every job is essential, according to what is done based on each field.

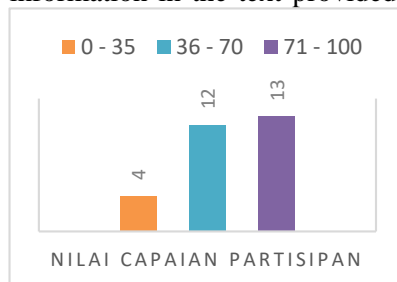
Some participants thought they had become more grateful for the blessings they had been given so far. Others admitted that they remembered their parents, who had been working to earn a living to meet their needs. This also causes them to be more sincere about everything they have received or when they experience something in their life. By knowing the types of work that are often ignored by society, several participants stated that there are many ways you can earn your fortune, of course, by always trying and working diligently. No matter how difficult a job is, it can always be completed if someone has sufficient skills, especially as the workers described in this book have been doing this work for a relatively long time.

Several participants thought that after reading the book "Unskilled Jobs in West Kalimantan", their desire to read books increased. They realize that if they read, they will gain much new knowledge that they have never had before. Reading books

can have a very good impact on the development of knowledge and improve their abilities.

e. Students' Ability to Understand the Contents of the Book "Unskilled Jobs in West Kalimantan"

Apart from providing opinions regarding the design, content, and things gained after reading the book "Unskilled Jobs in West Kalimantan", participants were also asked to answer questions related to the book's contents. This was done to assess participants' understanding of the content presented in the book. Each chapter in the book consists of 5 multiple-choice questions that each participant must complete. These were general questions based on the information in the text provided.



Graphic 1. Participants' achievement

Based on the results collected from all participants, the score graph showed very good numbers. From the data, only around 21% or 4 participants got a score below 30, and another 42% or 12 participants got a score between 30 – 70, followed by 43% of participants got a score above 76 to 100. This shows that the participant's level of understanding is included in the high category. Most of the

participants could comprehend and understand the content of the reading well, as evidenced by answering the questions correctly. This also proves that the reading given is still classified as easy texts and uses familiar word choices based on the opinions expressed previously.

B. Discussion

The evaluation process for the book "Unskilled Jobs in West Kalimantan" used the evaluation theory put forward by Day & Bamford (2005) regarding what methods teachers can use to evaluate students' extensive reading progress. They state that in extensive reading, there is no progress that cannot be measured, including requirements, reading records, and grades. All processes carried out by students can be tracked, student achievements can be recognized and rewarded, and difficulties experienced by students can be immediately recognized while reading. There are several methods that teachers can choose when conducting evaluations: ask students to make reading notebooks, weekly reading report books, reading progress report notes and overall assessment, reading tests, and direct evaluations.

Based on several methods offered by Day & Bamford (2005), this research used reading progress report notes, which students must fill in after reading.

Before the process of designing the book "Unskilled Jobs in West Kalimantan" began, the researcher agreed with the basic principles put forward by Day & Bamford (2002) regarding the matters contained in the development of reading materials aimed at extensive reading. Based on

the final results of the book design and the evaluation that has been carried out, this book meets most of the existing principles.

First, reading is easy to understand based on the selection and use of vocabulary. Ease of understanding reading has quite a big influence considering the limited knowledge of readers regarding English vocabulary. Nation (2009) believes that the effectiveness of reading can be influenced by simple texts, where readers feel ease and comfort during the reading process. By using appropriate diction that suits the reader's level, a book will feel more beneficial because the reader will feel comfortable reading and understanding the book's contents. Basically, reading books must be adjusted to each reader's level of vocabulary mastery. This will influence the extent of the benefits obtained from the reading process (Grabe, 2009 in Grabe & Stroller, 2011).

Second, the contents of the book contain information regarding general knowledge. Books with a general theme will attract more readers' interest. This is because general insight books do not set clear boundaries for their readers. Readers may come from different backgrounds but they need the same information and knowledge. The topics mastered by readers will also vary.

Furthermore, the ease of understanding the contents of the book will also affect reading speed. Beglar, et al (2012 in Beglar, Hunt & Kite, 2011) in their research found that there is a close relationship between reading speed and reading comprehension level. Students tend to read texts that they have mastered more quickly and when they can enjoy the process. Suppose in the reading process, students feel ease. In that case, this will make readers read more than usual and of course, will increase their interest in reading because they feel they have found

reading material according to their respective level of understanding. Reading speed will greatly influence reading interest because readers feel that the contents of the books they read can be understood more quickly.

Finally, the readers are free to choose the place, time, method, and style of reading according to their individual preferences, increasing the feeling of comfort.

In evaluating the book "Unskilled Jobs in West Kalimantan in West Kalimantan ", several interesting facts were found regarding the content of participants' perceptions after reading. As topics are chosen regarding types of work that are often ignored and looked down upon by society. This is directly proportional to the emergence of gratitude in readers' hearts. This is supported by the moral message embedded in every story written. It is hoped that the implied messages conveyed by each character in the story can open the reader's mind and impact change in terms of our attitudes and behavior in social life.

CONCLUSION AND SUGGESTION

Reading is a window to the world. This old adage will still continue to be relevant to the lives and needs of today's students. By reading, students can search for and receive various information from various sources. One is through the book "Unskilled Jobs in West Kalimantan," which offers information about types of jobs. This book is designed to introduce different kinds of work that exist in the surrounding environment but are often ignored by society. Their existence is often underestimated, and people think that what they do is not a job.

Based on the data collected in this research, readers responded positively to the aspects contained in the book, such as design, layout, use of vocabulary, images,

and the content provided. Almost all participants thought that the book was easy to understand because it uses vocabulary that was quite familiar to them. This was also proved by the short duration of reading and the minimal use of dictionary as a medium to help understand existing words. Furthermore, the book design is also attractive because it has photos that match each chapter's discussion.

SUGGESTION

Although the book has received positive response by students, further research may be beneficial to conduct with a great number of participants..

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