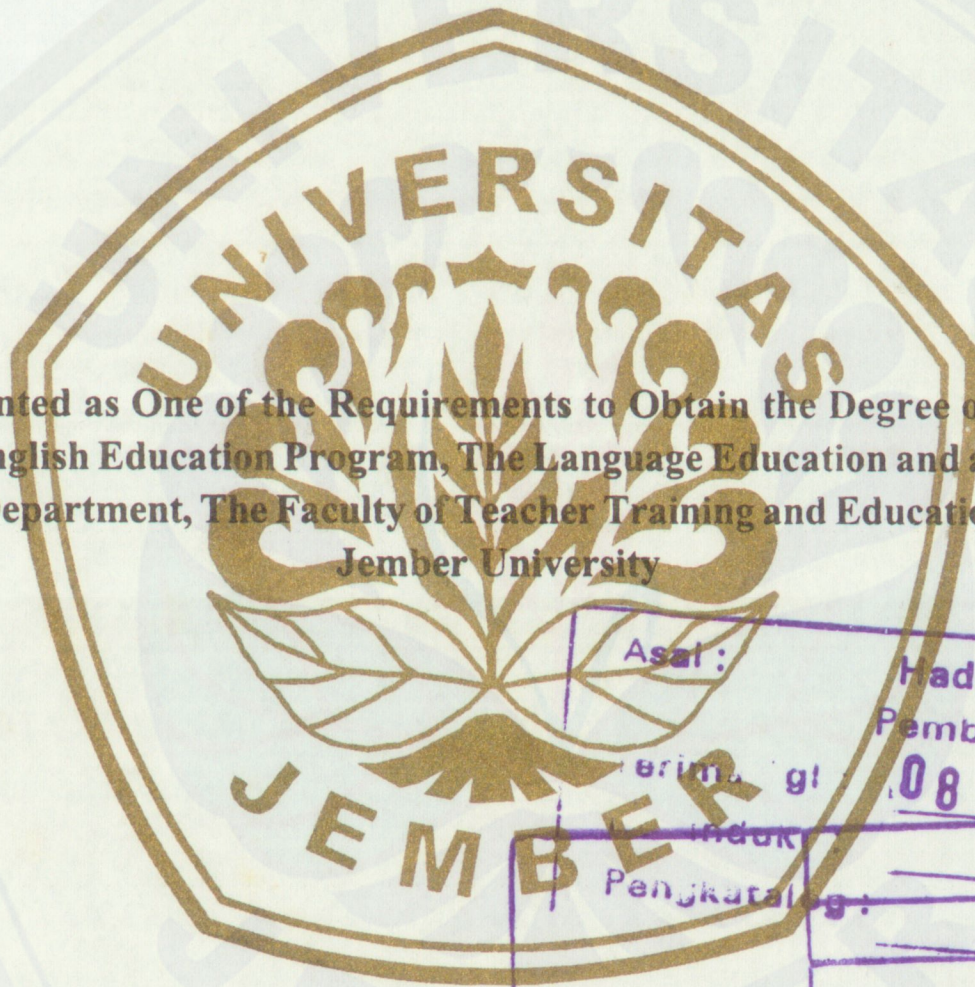# THE RELEVANCY OF READING MATERIALS
OF THE ENGLISH TEXTBOOK
FOR THE FIRST YEAR STUDENTS OF SMA
PUBLISHED BY ERLANGGA (2004)
TO THE 2004 SMA ENGLISH CURRICULUM

THESIS

Presented as One of the Requirements to Obtain the Degree of S1 at
English Education Program, The Language Education and arts
Department, The Faculty of Teacher Training and Education,
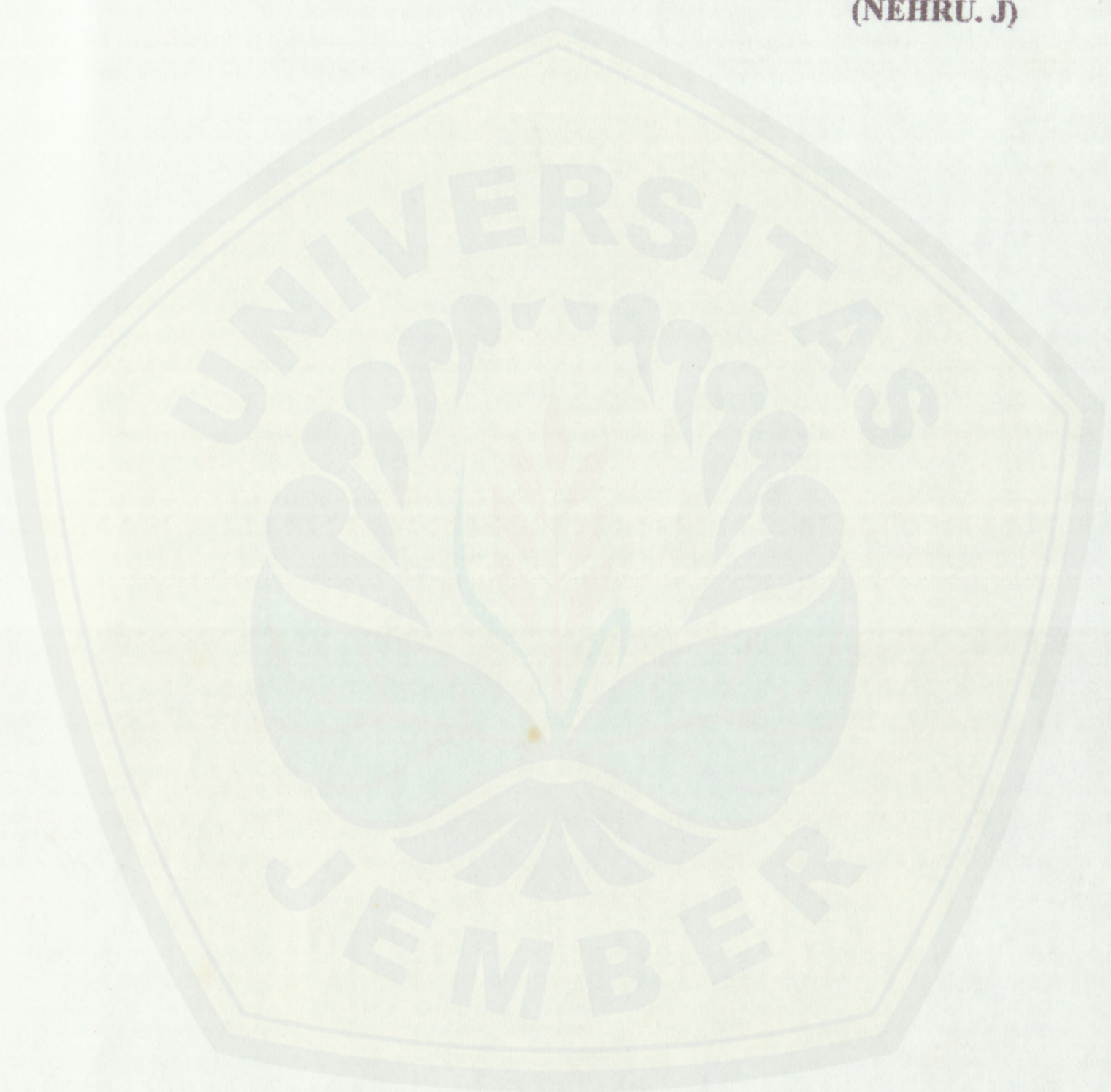Jember University

By :
DWI SETIAWAN
980210401156

TEACHER TRAINING AND EDUCATION FACULTY
JEMBER UNIVERSITY
DESEMBER 2005

MOTTO

"Someone with goal never has resurrection day"

(NEHRU. J)

DEDICATION

This thesis is honorably dedicated to:

My beloved father, (Sulaikan) and mother (Asmawati),
for leading your children into intellectual pursuits.
I love you so much

My beloved wife, Henny Puspitasari,
for your magnificent devotion to your family.
I miss you

My son, Bimma Pratama Wijaya
who makes everything worthwhile
I love you

My dearest brother and sisters; Tri Setia N, Catur Adi S, and Panca Indah S,
I love you and thanks a lot for your attentions and supports.

My beloved friends A. Hariyono, Elly S, and Adeq
who bring me love, support, and encouragement to keep me on the right track.

My beloved friends in GEMAPITA.
for your help and support.
I love you all.

My almamater.

CONSULTANTS' APPROVAL

THE RELEVANCY OF READING MATERIALS OF THE ENGLISH TEXTBOOK FOR THE FIRST YEAR STUDENTS OF SMA PUBLISHED BY ERLANGGA (2004) TO THE 2004 SMA ENGLISH CURRICULUM

THESIS

Presented as One of the Requirements to Obtain the Degree of S1 at English Education Program, the Language and Arts Education Department, the Faculty of Teacher Training and Education of Jember University

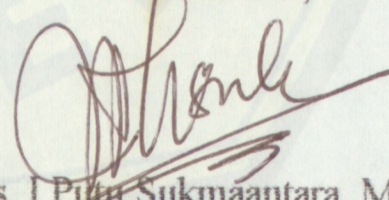|		
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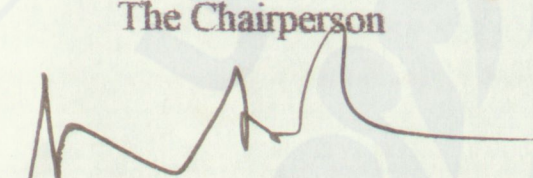Drs. I Putu Sukmaantara, M.Ed
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APPROVAL

This thesis has been approved and defended in front of the examination committee of the Faculty of Teacher Training and Education, Jember University.
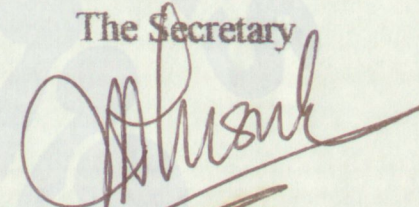
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v

ACKNOWLEDGEMENT

First of all, I would like to express my greatest gratitude to Allah SWT who always grants me with his blessing, mercy, and grace so that I was able to finish this thesis.

In this opportunity, I would also like to express my deepest appreciation and sincere thanks to following people:
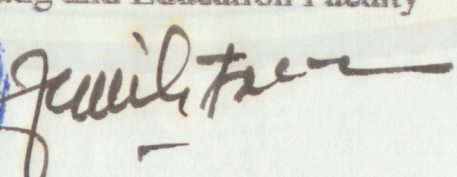
1. The Dean of the Faculty of Teacher Training and Education.
2. The Chairperson of the Language and Arts Education Department.
3. The Chairperson of the English Education Program.
4. The examination committee.
5. The first and second consultants who have spent their countless hours giving correction, guidance and advice in writing this thesis.
6. Other people who have done something for the completeness of my thesis, and I can not mention here one by one.

Finally, I realize that this thesis is not prefect yet. For the sake of perfection, any criticism and input that contribute to the improvement of this thesis will be appreciated. I hope this thesis will provide some advantages to the readers, especially in the field of education.

Jember, December 2005   Writer

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ABSTRACT

Dwi Setiawan, 2005, The Relevancy of Reading Materials of the English Textbook for the First Year Students of SMA Published by Erlangga (2004) to the 2004 SMA English Curriculum.

Thesis, The English Education Program, The Language Education and Arts Department, the Faculty of Teacher Training and Education, Jember University.
Consultants; 1. The First Consultant: Dra. Zakiyah Tasnim, MA
2. The Second Consultant: Drs. I Putu Sukmaantara, M.Ed

Key words: Relevancy, English Reading Materials, the 2004 SMA English Curriculum.

A textbook has to be analyzed comprehensively before they are selected and used for the English instructions in schools. This research was intended to analyze the relevancy of reading materials of the English textbook for the first year students of SMA published by Erlangga (2004) to the 2004 SMA English curriculum, focusing on reading texts and reading tasks presented in the textbook. This research was designed as a content analysis study. The data of this research were all of kinds of texts and reading tasks of the reading materials taken from the English textbook for the first year students of SMA published by Erlangga (2004). The 2004 SMA English curriculum was used as the standard measurement of analyzing the textbook. From the data analysis, the result showed that the percentage of the relevancy of reading materials presented in the textbook was 80,5%. When this result was consulted to the classification result of score levels, it lied in the interval of 80%-100%. Therefore, it could be interpreted that the reading materials presented in the textbook is very relevant to the 2004 SMA English curriculum. Based on this result, the English teacher can use the reading materials on this English textbook in the teaching reading in the classroom. Besides, it is better for the publisher to present all of kinds of text and reading tasks that is recommended by 2004 SMA English curriculum. It can stimulate the students' interactions and develop the students' learning skills and abilities in English generally and reading skill particularly.

I. INTRODUCTION

1.1. Background of Study

Reading is an important language skill in learning English. In line with this, Carrel et al. claim that reading is the primary reason for learning the English language (1995: 5). The purpose of reading is to enable the students to absorb some information that is written in English. In doing so, students who have good reading ability will be able to get knowledge of their subject disciplines from the reading passage. If not, they will most likely be unable to infer some information of the text well. They will fail to be efficient readers. It is clear now that reading is important to get science and information in the development era.

One of the ways done by the government to increase the students' English skill is by revising the curriculum. The curriculum is expected to be able to solve the nations' problem, especially in education area. The government has developed 2004 curriculum based on the competency approach. It is expected that the graduates of national education have higher competitive and comparative value in the national and international standard education quality by putting competency as the basis of the development of 2004 curriculum. By knowing the competency that should be achieved, the teacher might not have difficulty to define teaching learning strategy and the teaching material appropriately.

Curriculum is not surely the only factor that influences the success or failure of the English instruction. One of the others is the choice of the textbooks, which should be selected in such a way that their materials (contents) are suitable to the objectives stated in curriculum applied (Ansyar, 1992: 17). Furthermore, Callahan (1982: 390) says that as one of many teaching tools, textbook can be a great value. It is helpful in the teacher planning. A textbook can make an excellent basis for building interesting, learning activities (discussion, inquiry, research activity). On the other hand, textbook is far from being the ideal tool some teachers take to be. They have many mistakes. Thus, it is recommended that the textbooks have to be analyzed comprehensively before they are selected and used for the English instructions in schools.

Actually, there are many kinds of textbooks offered in the market such as the textbooks published by Intan Pariwara, Yudhistira, Tiga Serangkai, and many others. In this case, the researcher chooses the English textbook for the first year of SMA published by Erlangga in 2004 for some reasons. First, this book is written based on the approach of 2004 SMA English Curriculum. Second, the way of presenting the materials uses many variation models. Third, each skill has enough tasks and exercises to give students sufficient practice in order to develop their ability.

Based on the description above it is reasonable to analyze the relevancy of English reading materials for the first year students of SMA published by Erlangga (2004) to the 2004 SMA English Curriculum.

1.2. Problem of the Study

Based on the background above, there are two kinds of research problems that can be formulated in this study.

a. Major Problem

To what extent are the reading materials of the English textbook for the first year students of SMA published by Erlangga (2004) relevant to the 2004 SMA English Curriculum?

b. Minor Problem

1. To what extent are the reading tasks suggested on the reading materials of the English textbook for the first year students of SMA published by Erlangga (2004) relevant to the 2004 SMA English Curriculum?

2. To what extent are the kinds of text suggested on the reading materials of the English textbook for the first year students of SMA published by Erlangga (2004) relevant to the 2004 SMA English Curriculum?

1.3. Objective of the Study

In accordance with the problem formulated above, there are two kinds of objectives in this study: general objective and specific objectives. The general

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objective is drawn from the general problem, while the specific objectives are taken from the specific problem.

1.3.1 General Objective

The general objective of this research is to evaluate the relevancy of the reading materials of the English textbook for the first year students of SMA published by Erlangga (2004) to the 2004 SMA English Curriculum.

1.3.2 Specific Objectives

The specific objectives of this study are as follows:

a. To evaluate the relevancy of the reading tasks suggested on reading materials of the English textbook for the first year students of SMA published by Erlangga (2004) to the 2004 SMA English Curriculum

b. To evaluate the relevancy of the kinds of text suggested on reading materials of the English textbook for the first year students of SMA published by Erlangga (2004) to the 2004 SMA English Curriculum

1.4. Operational Definitions

In order to avoid some confusion of the terms used in this research, the researcher gives definitions:

a. The English Reading Material

The English reading materials are all reading texts related to the textbook that are used for English subject.

b. The 2004 SMA English Curriculum

The 2004 SMA English Curriculum of the first year students covers standard competence, basic competence, core material, and achievement indicator that should be owned by the students relating to the subject.

c. Reading Tasks

Reading tasks are reading material in the kinds of question that must be answered by students related to the reading materials of English textbook for the first year students of SMA published by Erlangga (2004)

d. Kinds of Texts

Kinds of texts are related to the reading materials of English textbook for the first year students of SMA published by Erlangga (2004)

1.5. Significance of the Study

The resultss of this research are expected to give some significance to the following people:

a. English Teachers

This research is expected to give some input to the English teacher, as the basis for selecting the appropriate materials for reading class

b. Other Researchers

This research is expected to give some ideas or input to other researchers in conducting similar research that is investigating the other of English material to the curriculum applied.

c. Publishers

This research result is also expected to be significant for the publisher to match their activity in publishing another textbook.

1.6. Scope and Limitation of The Research

The scope of this research is on analyzing the reading materials presented in the English textbook for the first year students of SMA using the 2004 SMA English Curriculum, while the limitation restricts only the English textbook published by Erlangga in 2004.

II. REVIEW OF RELATED LITERATURE

2.1 Curriculum

The term curriculum comes from the Latin word "currere", which means, "to run," the course of the race, with time, came to mean the "course of study" (Wiles and Bondi 1989: 18). There are different interpretations and definitions given by experts about the concept of curriculum. The different concept about curriculum depends on their background knowledge and their points of view.

According to Pratt (1980: 455), curriculum is an organized set of formal education and/or training intentions. Moreover, Oliva (1992: 9) notes that curriculum is a plan or program for all of the experiences that the learner encounters under the direction of school. Curriculum consists of a number of plans, in written form and of varying scope, that delineate the desired learning experiences. Therefore, curriculum may be a unit, a course, a sequence of a course and the school's entire classes when directed by the personnel of the school.

Wiles and Bondi (1989: 19) say that curriculum is a goal or a set of values, which are activated through a developmental process culminating in classroom experiences for students. The degree to which those experiences with a true representation of goals is a direct function of the effectiveness of curriculum efforts.

Based on the statement above, it can be concluded that the essential thing of curriculum is learning experience under school or out of school responsibility. Curriculum includes goals, plans, contents, processes, resources, and a means of evaluation for all learning experiences planned for pupils both in and out of school.

2.2 The 2004 SMA English Curriculum

The government notes that the 2004 Curriculum is the improvement of the previous curriculum, that is, the 1994 Curriculum. The 2004 Curriculum is different from the 1994 Curriculum. One of the differences between this

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curriculum and the 1994 curriculum is the teaching approach. The 2004 curriculum recommended Contextual Teaching Learning (CTL) approach to use in teaching learning process. And then, the 2004 Curriculum is based on the competency, where as the 1994 Curriculum is based on the content (Depdiknas, 2002: 1). By competency as the basic development of a curriculum, Indonesian government - in this case Ministry of Education - hopes that the students' education quality will be better than those previously achieved. At least, they can access their knowledge using target language, particularly English (Depdiknas, 2003:5).

The 2004 SMA English Curriculum directs the students to have competency on the communication skill or Communicative Competence. Depdiknas (2003: 60) states that communicative competency is a combination of students' ability, strategy and/or procedure to effectuate all of the competencies on communication context. Savignon (1983: 22) says that communicative competence is the ability to communicate in truly communicative setting. That is, in a dynamic exchange in which linguistic competency must adapt itself to the total information input.

Savignon (1983: 35) proposes the four components of communicative competence. They are grammatical, sociolinguistic, discourse, and strategic competencies. Grammatical competence deals with the mastery of the linguistic code, the ability to recognize the lexical, morphological, syntactic, and phonological features of a language and to manipulate these features to form words and sentences. Grammatical competency is not linked to any single theory of grammar, nor does it assume the ability to make explicit the rules of usage. A person demonstrates grammatical competency by using a rule, not by stating a rule. Sociolinguistic competency relates with an interdisciplinary field of inquiry having to do with the social rules of language use. It requires an understanding of a social context in which language is used: the roles of the participants, the information they have and the function of the interaction. Next, discourse competency concerns with the connection of a series of sentences or utterances to form a meaningful whole. Finally, strategic competency is ability to use verbal

and non-verbal communication strategies to fill gaps and improve effectiveness of communication.

To gain the competencies, the 2004 SMA English curriculum consists of some component. The components are: function and objective of the 2004 SMA English Curriculum, standard competency, basic competency, achievement indicators, and core materials.

2.2.1 The Function and Objective of the 2004 SMA English Curriculum

Based on the 2004 SMA English Curriculum (Depdiknas 2003: 14) in the educational context, English has function as a means of communication in order to access information, and in daily context, as a means of establishing interpersonal relationship, to share information, and to enjoy the language in English culture.

There are three objectives of English subject in this curriculum:

1. To develop the students' communicative skills in English, including listening, speaking, reading, and writing.
2. To train the students' awareness of the importance of English as one of foreign languages to be learnt.
3. To develop an understanding of interrelation between language and culture. Thus, the students have knowledge of cross culture understanding and involve in other diversity of culture.

2.2.2 Standard Competency

Based on the Government Decree number 25 (2000), standard competency is determined by the government. According to Surapranata (2004: 32), standard competency is the limitation and directions of abilities (skills) that must be owned and acted by the student after participating in the teaching learning process in a particular level.

The standard competency for the first year of SMA is students are able to communicate orally and writtenly using relevant various language fluently

and accurately in the interactional and/or monolog text particularly related with text in the form of narrative, procedure, spoof/recount, report and news items (Depdiknas, 2003: 25)

The standard competency of English reading skill for SMA is: understanding the interactional and monolog meaning (interpersonal, ideational, textual) in written texts, especially the texts in descriptive, narrative, spoof/recount, procedure, report, news item, anecdote, exposition, explanation, discussion, commentary and review (Depdiknas, 2003: 17).

2.2.3 Basic Competency

The basic competency is more operational than the standard competency. It uses the operational verb such as counting, embracing, understanding, expressing, analysing, and so on.

The 2004 English curriculum has the basic competency of English subject as follows (Depdiknas, 2003: 25-31).

a. The basic competency of listening skill is: understanding simple transactional and interpersonal text (example: introducing, transactional, teacher instruction, and spontaneous reaction) and/or monolog orally in the text in the form narrative, procedure, report, and news item.

b. The basic competency of speaking skill is: expressing the nuance of meaning in the transactional and/or monolog orally in the text in the form of narrative, procedure, report, and news item, and simple song.

c. The basic competency of reading skill is: understanding the nuance of meaning and the stages of rhetorical in the texts in the form narrative, procedure, spoof/recount, report, and news item.

d. The basic competency of writing skill is expressing the nuance of meaning and the right stages of rhetorical of written texts in the form of narrative, procedure, spoof/recount, report, and news item.

In relation to this research, the basic competency of reading skill will be used as a basic to evaluate the English textbook for the first year students of SMA published by Erlangga (2004).

2.2.4 Achievement Indicator

One of important functions stating achievement indicator is to know how well the students have achieved the educational objective. Taba (1962; 232-233) says that achievement indicator may include such a matter as what concept and information students have to be mastered, what pattern of thinking they have to possess, which skill they have to be used.

In addition, Depdiknas explains that achievement indicator can be used as the measurement of student's achievement, so it should be explored operationally in the evaluation instrument.

According to the 2004 SMA English Curriculum, kinds of achievement indicators of reading skill are as follows:

a. Responding text in the following forms:

- Narrative

- Procedure

- Spoof/recount

- Report

- News item

b. Identifying ideational meaning in the text

c. Identifying variation of element of sentence in the text (textual meaning).

d. Identifying rhetorical steps (interpersonal meaning) in the text.

e. Reading aloud

2.2.5 Core Materials

Core materials are the main materials that should be learnt by students to reach the standard competency and the basic competency decided. The teachers can use authentic text such as brochure, newspaper, magazine, etc to support the core material. The core material of reading material for the first year students covers five genres; narrative, procedure, spoof/recount, report and news items.

The detail explanation about the genres will be presented on Appendix 1.

2.3 Textbook

2.3.1 The Meaning of Textbook

Scott (1966; 216) says that a textbook is a systematic arrangement of subject materials designed to assist the instructor in teaching particular content to student at specific level. According to Depdiknas (1990; 1) a textbook is a compulsory book-containing subject materials used by students and teachers in the classroom.

In relation with the idea, Tarigan (1989: 15) notes that there are some characteristics of textbook, they are:

1. Textbook is the major book, which must be owned by the student from elementary, junior, senior high school to college.
2. Textbook is always related to students in their learning process.
3. Textbook is a standardized book.
4. Textbook is usually arranged and written by experts on the field.
5. Textbook is usually completed with other media of teaching learning process.
6. Textbook is usually written for instructional goal
7. Textbook is always written for supporting learning program.
8. Textbook is written for specific educational level

From the explanations above, it can be concluded that a textbook is a compulsory book used by teacher and student that is arranged systematically by the experts on the field based on a certain standard for specific level and students' skill. As a major book, textbook is written for supporting teaching learning process.

2.3.2   The Advantage of Having a Textbook

Ornstein (1990:333) notes some important roles of a textbook for both the teacher and the students. First, a textbook provides an outline that the teacher can use in planning a lesson or a course. Second, it helps the teacher to prepare material for the course. Third, it provides the teacher with ideas regarding the organized information and activities. Forth, it provides a common resource for all students to follow. Fifth, it enables the students to take home a convenient form of most materials they need to learn. Sixth, it includes summaries and review questions that help students comprehend the lesson. It summarizes a great deal of pertinent information. The textbook also includes pictures, graphics, map, and the other illustrative material, which facilitates understanding.

According to Callahan (1966:114), the most frequently used of all printed education material is a textbook. In the hand of a knowledgeable practitioner, a textbook becomes one of many aids to assist the student in acquiring clear concept of subject matter. In addition, Haycraff (1978: 124) says that textbook is very important to the student. It is something concrete that gives a measurement of progress and achievement.

Based on the explanation above, textbook has some advantages for both teacher and students. As one of the most commonly printed material used by the teacher, the textbook may also be one of the most helpful aids to the teacher. It will be easier for the teacher to organize the information and activities based on the textbook, so that the teacher does not take too much time in making preparation of the materials and the lesson. The textbook helps

students understand various contents of the course that is interrelated and it provides an easy mean of review.

2.3.3   The Criteria of a Good Textbook

Callahan (1982; 392) claims that textbooks play a large part in most classes, and therefore, they should be selected carefully. In many schools, a committee of teachers selects the textbooks. In some schools, the teachers select their own textbook. Therefore, the teachers should be aware of what makes a textbook good, even though the teacher may have to use textbook that have been selected by others. No matter what selection process is used, the textbook should be tested for such criteria as the following:

1. What is the year of the copyright? Is the information and interpretation presented up to date?

2. Is/are the author(s) competent in the field?

3. Is the book for the objectives of your course? Does it cover the proper topic with the proper emphases?

4. Is the content accurate and accurately presented?

5. Are the concepts presented clearly? Are they clearly and adequately developed with sufficient detail or is there a tendency to attempt to jam in too many ideas to compactly?

6. Is its conceptual reading level appropriate?

7. Are the vocabulary and language appropriate for the pupil of the class?

8. Does the book presume background knowledge and experience that the pupils do not yet have?

9. Does the author make good use of headings, summaries and similar devices? Are there opportunities for the readers to visualize, generalize, apply and evaluate the content?

10. Are the table of content, preface, index, appendices and glossary adequate?

11. Does the book provide suggestions for use of supplementary materials?

12. Does it provide a variety of suggestion for stimulating, though provoking, instructional activities?

13. Are the suggestions sufficiently varied both in level and kind?

14. Does the author documented adequately use the sources?

15. Is the book well illustrated, accurately, purposefully, and properly captioned? Are they place near the text are designed to illustrate?

16. Does the book have suitable maps, charts, and tables? Are they clear and carefully done? Does the author refrain from trying to cram too much data onto the map and charts?

17. Is the book well made? Does it seem to be strong and durable?

18. Does the book look well? Is the type clear and readable? Do the pages make a pleasant appearance with enough white space?

(Adapted from Clark and Starr. 1981: 237)

From the explanations above, the teacher should be aware of selecting the textbook. It is not easy to choose a qualified textbook. If the teacher selects a poor textbook, unsatisfactory learning may result. By carefully examining a good textbook before completing unit and yearly plans, a teacher can save valuable time. Some criteria to consider in selecting a good book are: it presents up-to-date information and interpretation; it is written by competent authors; it is suitable with objective of course; it presents accurate contents; it presents clearly concepts with sufficient detail and ideas; it indicates appropriate reading level, vocabulary and language for the pupil of the class; it is accurately illustrated, purposefully, and properly captioned; and so on.

2.4 The English Textbook for the First Year Students of SMA Published by Erlangga (2004)

2.4.1 Materials of the English Textbook for the First Year Students of SMA Published by Erlangga (2004)

The title of the textbook is "Headlight". It has eighteen themes with four language skills: reading, speaking, listening, and writing, and three language components, grammar, vocabulary, and phonology.

The reading skill activity has three steps: pre reading, while reading, and post reading. For the writing skill, the students are expected to perform their ability to produce various kinds of writing. They are assigned to fill a form, write post card, and short texts in the form of narration, description, and argumentation. Writing guide is presented in writing plan.

The speaking skill is intended to lead the students to have a good performance in their speaking ability. It consists of three or four activities, encourages the student to speak communicatively according to the language expressions. It may be done personally, in pairs, or groups. Reviews of the communicative expressions that should be acquired are presented at the end of this section. And then, for listening skill, students are suggested to follow some listening activities such as: identifying key words in oral text or completing the text with appropriate word from the oral text.

The grammar activities are presented in the four languages skill. There are some suggested materials, such as simple present tense, countable noun and uncountable nouns, adverbs, comparative and superlative adjectives, and so on. The examples of grammar activities are presented at the beginning of this section, so that the students can construct certain sentence by themselves. Grammar summary that discusses sentence structure is presented at the end of every unit.

Besides, this textbook also provides vocabulary, and phonology material. Vocabulary material is included in the section "working with word". In this section, the students are expected to know the meaning of new words found in the text. It should be done without looking at dictionaries. The

students have to guess them from their context. Vocabulary materials also introduce some derivations found in the text. The phonology material is included in the section "say it right". It is suggested to follow some activities, such as; finding words having a sound of [e] and [ei] in the box, and then pronouncing them well.

2.4.2 Reading Materials suggested by the English Textbook for the First Year Students of SMA Published by Erlangga (2004)

The reading section consists of some activities that lead the student to have a good comprehension on the reading passage. Some activities in this section are: preparing to read, reading the text, getting the main ideas, finding reading structure, answering questions and finding the references

Preparing to read is intended as warming up activity. By answering the given question, the students can elicit their general knowledge of the topic discussed in the reading passage. This book has eighteen themes on the reading passage. The next activities are getting ideas. By answering the T-F question, students are intended to find the main ideas of each paragraph. By doing so, they will be able to know the topic of the reading passage.

Furthermore, finding reading structure is an activity that focuses on finding out the organization of ideas or relationship between ideas in the reading text. And then comprehension question is intended to check the students' understanding about reading text. The last activity of the reading material is finding reference. In this activity, students must perform their ability in recognizing the reference of pronouns in the reading text.

2.5 Reading Material

According to Harris (1980: 10) reading is a complex process in which the recognition and comprehension of written symbols are influenced by reader's perceptual skills, mind sets, and reasoning abilities as they anticipate meaning in

the basis of what has been read. In addition, Davies (1995:10) states that reading is a mental or cognitive process, which involves a reader in trying to follow and respond to a message from writer who is distant in space and time.

In lines with this, Smith in Olson and Dillner (1982: 41) state that reading is both visual and non-visual activity. The visual type comes from what is in from of the eyeball, the non-visual type comes from what is behind the eyeball, that is the brain. Non-visual information is what the reader have already know about reading, language, and the word in the general. Moreover, Harmer (19991: 153) says that reading is an exercise that is dominated by the eyes and the brain. The eyes receive message and the brain has to work out the significance of this message.

In general, according to Smith (1973: 19) there are four types of reading, and thus, four purposes of reading. The types of reading are: (1) skimming, in order to obtain the general idea of the author, (2) scanning, in order to obtain the specific fact or piece of information, (3) intensive or through reading, in order to obtain a comprehensive understanding of reading text (reading for details), (4) critical reading, in order to evaluate information to determine where it fits into ones' own systems of beliefs. These types of reading can also be called reading strategies for obtaining necessary information and for determine the proper approaches for reading task. It is expected that knowing the types and purpose of reading and then applying that strategies will be helpful for the students' development of their reading abilities.

From psycholinguistic view, there are two kinds information are involved in reading: (1) visual information, is that comes from the printed page, and (2) non visual information, one that derives from the brain non visual information is what we already know about reading, about language and about the world in the general (Smith, 1973: 6). It means that being able to see sentences in front of out eyes is not enough, we must know something of the language in which the materials is written, and about its subject, and about reading itself.

Reading comprehension entails more than knowledge of vocabulary and syntax. It also requires ability to perceive the exact nature of the passage being

communicated that is, a deeper from the understanding which is sometimes called "reading between the lines". The students must learn to detect mood and intentions as factual details. These elements are conveyed by the syntactical and lexical choices of the writer, which devolve from selected register or level of language.

In conclusion, reading is a process of communication between the reader and the writer. Reading is not simply looking. It includes both visual and non-visual activity. By reading, the student will get information and knowledge that can improve their ability.
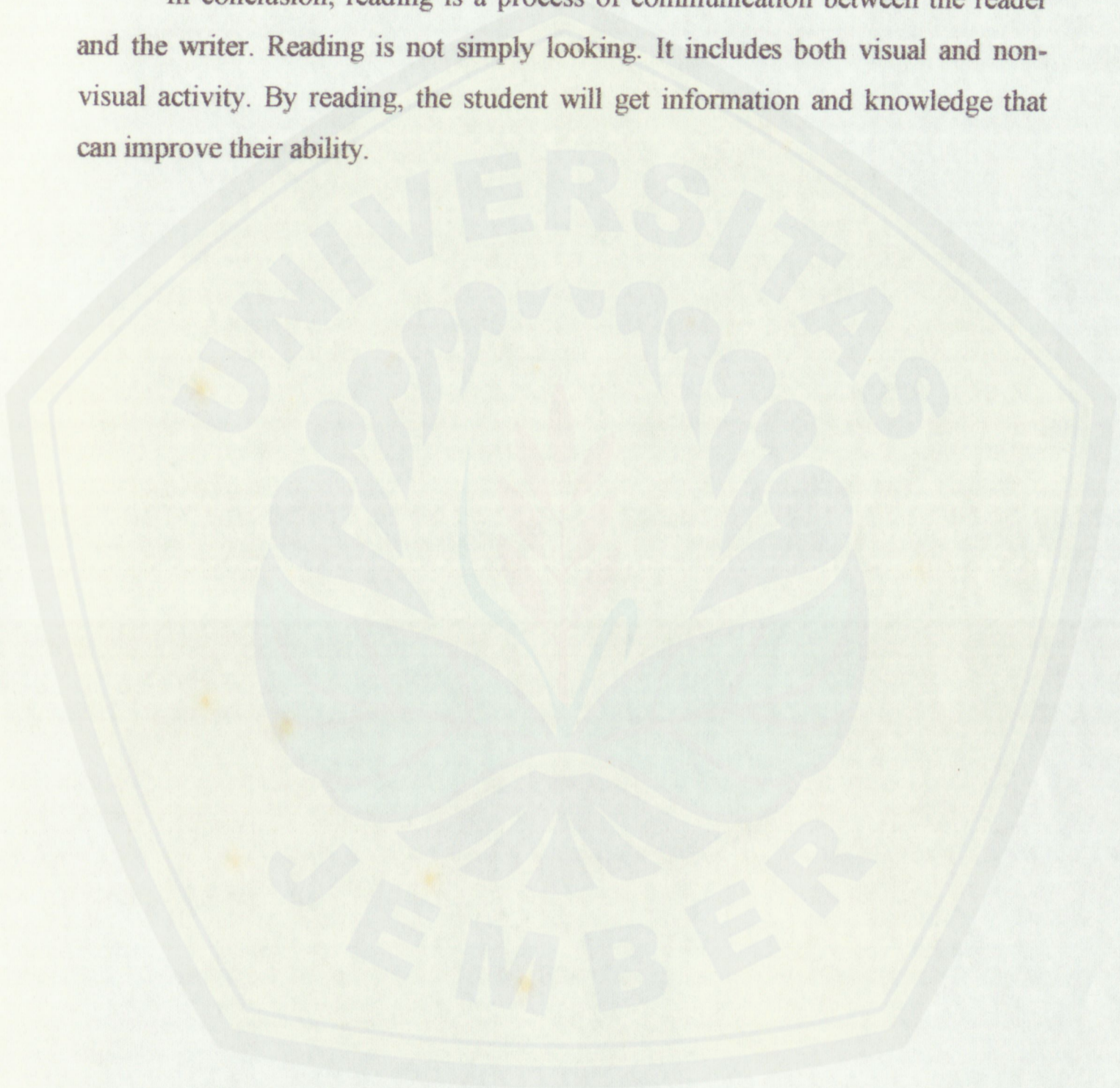
III. RESEARCH METHODOLOGY

3.1 Research Design

The research design chosen is a content analysis study. According to Nawawi (1995) content analysis is used to describe the content of a book. Furthermore Krippendorf in Gunter (2000) define content analysis as a research technique for making replicable and valid references from data to their context. Kerlinger in Gunter (2000) suggested that content analysis is a method of studying and analyzing communication in systematic, objective and quantifiable manner for the purpose of measuring variable.

Kerlinger's definition involves three concepts that required elaboration. First, content analysis is systematic. This means that the content to be analyzed is selected according explicit consistently applied rules. Second, content analysis is objective. Operational definition and rules for classification of variables should be explicit and comprehensive enough that other researchers who repeat the process will arrive at the same result. Third, content analysis is quantifiable. The goal of content analysis is the accurate representation of a body of messages. However, purely quantitative feature may not only be of importance. More qualitative features may reveal more about meanings conveyed by media. The emphasis upon the quantitative has been increasingly challenged as the value and insights provided by positivism empirical research has been challenged by critical and interpretivist paradigms.

The procedures of content analysis research as stated by Nawawi (1995), are:

1. Specifying the way to analyze the textbook whether to analyze at overall of textbook content, chapter of chapter, separate illustration from text, etc.

2. Conducting measurement on textbook quantitatively and qualitatively. For example: How many numbers of paragraphs in a topic are, the length of sentence, illustration to support ideas, and so on.

3. Comparing the measurement' result and the criteria defined.

4. Drawing conclusion.

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By adopting the procedures above, the researcher use following procedure:

1. Identifying the reading materials of the English textbook for the first year students of SMA published by Erlangga (2004). It is the overall of textbook content and chapter-to-chapter, especially on the kinds of text and reading tasks.

2. Identifying reading tasks and kinds of text based on standard competency, basic competency, achievement indicator and core material in the 2004 SMA English curriculum. It is as main instrument of the research.

3. Collecting data by applying parallel column between reading materials on the English textbook for the first year students of SMA published by Erlangga (2004) to the 2004 SMA English curriculum.

4. Analyzing the collected data

5. Drawing conclusion.

3.2 Research Subject

The research subject of this research is all reading materials of the English textbook for the first year students of SMA published by Erlangga (2004). It covers kinds of text and reading tasks. Purposive method is used to select the research subject. It is done based on the consideration that research objective is to know the relevancy of the reading materials to the 2004 English curriculum, although the book has other language skills.

3.3 Data Collection Method

Arikunto (1993: 190) says that collecting data is very important in research. Collecting data is needed to prove or to test the hypothesis in order to get the solution of the research problem if the research need hypothesis. However, if the research does not need a hypothesis, collecting data is for describing everything about the research subject. Dealing with this research, collecting data is for describing the relevancy of reading materials of English textbook for the first year students of SMA published by Erlangga (2004) and the 2004 SMA English Curriculum.

The data of this research are reading materials of English textbook for the first year students of SMA published by Erlangga (2004). The data collected are all of kind of texts and reading tasks of the reading materials taken from the English textbook for the first year students of SMA published by Erlangga (2004).

3.4 Data Analysis

Hadi (1997:121) notes that data analysis method is a way to analyze the obtained data. The data analysis method is used in this research is descriptive qualitative. It means that the data result that is presented in the form of numbers described into sentence or statements. The procedures of analyzing data is done in four steps, they are:

1. Making the parallel columns between reading materials of the English textbook for the first year students of SMA published by Erlangga (2004) and the 2004 SMA English Curriculum.

   The parallel column is used to help the researcher to investigate the relevancy between reading materials of the English textbook for the first year students of SMA published by Erlangga (2004) and the 2004 SMA English Curriculum.

2. Finding the relevancy between reading materials of English textbook for the first year students of SMA published by Erlangga (2004) and the 2004 SMA English Curriculum in the parallel column.

   In finding the relevancy between kinds of text and reading task of the English textbook for the first year students of SMA published by Erlangga (2004) and the 2004 SMA English Curriculum, the researcher writes the total number components. For example, in the textbook mentions that students can identify ideational meaning in the text. The researcher investigates this competency on the 2004 SMA English Curriculum. If the competency states on the 2004 SMA English Curriculum means that it is relevant. Automatically, the researcher writes the total number of this competency in the parallel column, especially on identify ideational meaning in the text.

3. Counting the total numbers of each component in the parallel column by using percentage.

    To know how far the relevancy of basic competency, reading tasks and kinds of text of English textbook for the first year students of SMA published by Erlangga (2004) to the 2004 SMA English curriculum. The total number of each component in the parallel column is counted by using formula as follows:

$$\Sigma = \frac{n}{N} \text{ X } 100\%$$

(Ali 1993:186)

Σ : The expected percentage

n   : The total number of the score obtained

N   : The total number of the maximum score.

4. Consulting the result of percentage with the classification of score level

    In this research, the last step in analyzing the data is consulting the result of percentage to the classification of score level.

Table 1: The classification of score level

No	Percentage	Classification
1.	80% - 100%	Very relevant
2.	60% - < 80%	Relevant
3.	40% - < 60%	Relevant enough
4.	20% - < 40%	Less relevant
5.	0% - < 20%	Irrelevant

(Adapted from Arikunto. 1995: 336)

IV. RESEARCH RESULTS AND DISCUSSION

This chapter presents the data of reading materials for the first year students of SMA published by Erlangga, the reading materials suggested by the 2004 SMA English Curriculum (reading materials, in this case the kinds of texts and reading tasks), the data analysis, and discussion.

4.1 Reading Materials for the First Year Students of SMA Published by Erlangga (2004)

The title of the textbook is "Headlight" with four language skills: reading, speaking, listening, and writing, and three language components, grammar, vocabulary, and phonology. The reading section covers two main points: kinds of texts and reading tasks.

4.1.1 Kinds of Text

This textbook has eighteen units and eighteen themes. The themes and units are given in two semesters: odd and even semester. There are nineteen texts suggested. All the texts are supported by relevant pictures and some of them are colorful pictures. The data about kinds of texts are presented on Appendix 3.

From the data about kinds of texts presented on Appendix 3, it can be summarized that there are nineteen reading texts. Each chapter in the textbook has one reading text, except chapter ten. It has two reading texts.

In addition, the kinds of texts in the textbook are as follows: procedure (1 = 5.26%), spoof/ recount (4 = 21.05%), report (7 = 36.84%), news item (1 = 5.26%), explanation (1 = 5.26), exposition (1 = 5.26%), discussion (2 = 10.52%), and description (2 = 10.52%).

4.1.2 Reading Tasks

There are 674 reading tasks suggested in the textbook. Those tasks can be classified into some categories; pre-reading (63 = 9.35%), read the texts

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(18 = 2.67%), responding on procedure text (7 = 1.04%) responding on spoof/ recount text (35 = 5.19%), responding on report text (44 = 6.53%), responding on news item text (15 = 2.23%), responding on explanation text (10 = 1.48%), responding on exposition text (5 = 0.74%), responding on discussion text (18 = 2.67%), responding on description text (17 = 2.52%), identifying ideational meaning in the text (132 = 19.58%), identifying variation of element of sentence in text (textual meaning) (193 = 28.64%), identifying rhetorical steps (interpersonal meaning in the text) (117 = 17.36%). The detail data about the reading tasks is reported on Appendix 4.

4.2 Reading Materials suggested by the 2004 SMA English Curriculum

There are five kinds of texts for the first year students of SMA recommended by 2004 SMA English curriculum. They are: narrative, procedure, spoof/ recount, report, and news item. Furthermore, kinds of achievement indicators of reading skill are as follows:

a. responding Narrative text

b. responding Procedure text

c. responding Spoof/ Recount text

d. responding Report text

e. responding News item text

f. identifying ideational meaning in the text

g. identifying variation of element of sentence in the text (textual meaning).

h. identifying rhetorical steps (interpersonal meaning) in the text.

i. reading aloud

The detail explanations are enclosed on Appendix 5.

4.3 Data Analysis

Based on the procedure of conducting the research in the previous chapter, after identifying the reading materials of the English textbook for the first year students of SMA published by Erlangga (2004) and identifying reading materials of the 2004 SMA English curriculum, the next procedure is collecting data by

applying parallel column between reading materials on the English textbook for the first year students of SMA published by Erlangga (2004) and the 2004 SMA English curriculum.

Next, finding the relevancy between reading materials of English textbook for the first year students of SMA published by Erlangga (2004) and the 2004 SMA English Curriculum in the parallel column. Then, counting the total numbers of each component in the parallel column by using percentage. The last step is consulting the result of percentage with the classification of score level.

To answer specific problem, analysis on kinds of texts and reading tasks is done separately.

4.3.1 Kinds of Texts Presented in Textbook for the First Year Students of SMA Published by Erlangga (2004) Across to the 2004 SMA English Curriculum

Analyzing on the kind of texts, the researcher made parallel column, and then found the relevancy of kind of texts on the English textbook for the first year students of SMA published by Erlangga (2004) and the 2004 SMA English Curriculum in the parallel column. After that counting the total numbers of each component in the parallel column and finding the percentage. The last step was consulting the result of percentage to the classification of score level.

The parallel column of kinds of texts is presented on the Table 2.

Table 2.

Kinds of Texts Presented in the English Textbook for the First Year Students of SMA Published by Erlangga (2004) Across to the 2004 SMA English Curriculum.

No	Kinds of Texts	Stated in the 2004 SMA English Curriculum		Not Stated in the 2004 SMA English Curriculum		Total	
		Number	%	Number	%	Number	%
1.	Narrative	0	0			0	0
2.	Procedure	1	5.26			1	5.26

No.	Kind of Text						
3.	Spoof / Recount	4	21.05			4	21.05
4.	Report	7	36.84			7	36.84
5.	News Item	1	5.26			1	5.26
6.	Explanation			1	5.26	1	5.26
7.	Exposition			1	5.26	1	5.26
8.	Discussion			2	10.53	2	10.53
9.	Description			2	10.53	2	10.53
	Total Numbers	**13**	**68.42**	**6**	**31.58**	**19**	**100**

Based on the data of kinds of texts in the English textbook for the first years students of SMA published by Erlangga (2004) and after being consulted to the 2004 SMA English curriculum, it was found that not all the kinds of text suggested in the 2004 SMA English curriculum were stated in the textbook. For example: there were five kinds of text are recommended by 2004 SMA English curriculum; narrative, procedure, spoof/ recount, report and news item. However, there were only four kinds of text presented by the English textbook for the first year of students of SMA published by Erlangga (2004). In other words, there was one kind of text, which was not presented by the English textbook for the first year students of SMA published by Erlangga (2004) that was narrative.

To know the relevancy of kinds of text presented in the textbook, it was calculated by applying the following formula and continued to be consulted to the classification of score level (see chapter 3). The calculation was as follows:

a.) Kind of Texts Stated in the 2004 SMA English Curriculum

$$\Sigma = \frac{n}{N} \times 100\%$$

$$\Sigma = \frac{13}{19} \times 100\%$$

$$\Sigma = 68.42\%$$

Note:

    Σ : The expected percentage

    n   : The total number of the score obtained

    N   : The total number of the maximum score.

b.) Kinds of Text Not Stated in the 2004 SMA English Curriculum

$$\Sigma = \frac{n}{N} \times 100\%$$

$$\Sigma = \frac{6}{19} \times 100\%$$

$$\Sigma = 31.58\%$$

Note:

    Σ : The expected percentage

    n   : The total number of the score obtained

    N   : The total number of the maximum score.

From the calculation, it was found that the percentage of kind of text stated in the 2004 SMA English curriculum was **68,42%**. In addition, kind of text not stated in 2004 SMA English curriculum was 31,58%. When the percentages of score consulted to the classification score levels, it lies in the interval of 60% - < 80%. Thus it can be interpret that the relevancy of the kind of text presented in reading materials of the English textbook for the first year students of SMA published by Erlangga (2004) was **relevant** to the 2004 SMA English curriculum.

4.3.2 Reading Tasks Presented in Textbook for the First Year Students of SMA Published by Erlangga (2004) Across to the 2004 SMA English Curriculum

Analyzing on the reading tasks, the researcher made parallel column, and then found the relevancy of reading tasks on the English textbook for the first year students of SMA published by Erlangga (2004) and the 2004 SMA English Curriculum in the parallel column. After that counting the total numbers of each component in the parallel column and finding the percentage was done. The last step was consulting the result of percentage with the classification of score level.

The parallel column of reading tasks is presented on the table 3.

Table 3.

Reading Tasks Presented in the English Textbook for the First Year Students of SMA Published by Erlangga (2004) Across to the 2004 SMA English Curriculum.

No	Reading Tasks	Stated in the 2004 SMA English Curriculum		Not Stated in the 2004 SMA English Curriculum		Total	
		Number	%	Number	%	Number	%
1	Pre-Reading	63	9.35			63	9.35
2	Read the text	18	2.67			18	2.67
3	Responding Narrative text	0	0			0	0
4	Responding Procedure text	7	1.04			7	1.04
5	Responding Spoof/ Recount text	35	5.19			35	5.19
6	Responding Report text	44	6.53			44	6.53
7	Responding News Item text	15	2.23			15	2.23
8	Responding Explanation text			10	1.48	10	1.48
9	Responding Exposition text			5	0.74	5	0.74
10	Responding Discussion text			18	2.67	18	2.67
11	Responding Description text			17	2.52	17	2.52
12	Identifying ideational meaning in the text	132	19.58			132	19.58

13	Identifying variation of element of sentence in the text (textual meaning).	193	28.64			193	28.64
14	Identifying rhetorical steps (interpersonal meaning) in the text.	117	17.36			117	17.36
15	Reading aloud	0	0			0	0
	The Total Number	**624**	**92.58**	**50**	**7.42**	**674**	**100**

Based on the data of reading tasks in the English textbook for the first years students of SMA published by Erlangga (2004) after being consulted to the 2004 SMA English curriculum, it was found that not all the reading tasks suggested in the 2004 SMA English curriculum are stated in the textbook.

To know the relevancy of reading tasks presented in the textbook, it was calculated by applying the following formula and continued to be consulted to the classification of score level (see chapter 3). The calculation is as follows:

a) Reading Tasks Stated in the 2004 SMA English Curriculum

$$\Sigma = \frac{n}{N} \times 100\%$$

$$\Sigma = \frac{624}{674} \times 100\%$$

$$\Sigma = 92.58\%$$

Note:

Σ : The expected percentage

n : The total number of the score obtained

N : The total number of the maximum score.

b) Reading Tasks Not Stated in the 2004 SMA English Curriculum

$$\Sigma = \frac{n}{N} \times 100\%$$

$$\Sigma = \frac{50}{674} \times 100\%$$

$$\Sigma = 7.42\%$$

Note:

Σ   : The expected percentage

n   : The total number of the score obtained

N   : The total number of the maximum score.

From the calculation, it was found that the percentage of reading tasks stated in the 2004 SMA English curriculum was **92.58%**. In addition, reading task not stated in the 2004 SMA English curriculum was 7.42%. When the percentage of the relevancy of reading task consulted to the classification of score levels, it lied in the interval of 80% - 100%. Thus, it can be interpreted that the relevancy of the reading tasks presented in reading materials of the English textbook for the first year students of SMA published by Erlangga (2004) is **very relevant** to the 2004 SMA English curriculum.

4.3.3 An Analysis of Reading Materials of the English Textbook for the First Year Students of SMA Published by Erlangga (2004)

To answer the general problem, analysis of the kinds of texts and kinds of reading task across the 2004 English Curriculum was done together. The calculation is reported in the table below.

Table 4

An Analysis of Reading Materials of the English Textbook for the First Year Students of SMA Published by Erlangga (2004)

No	Reading Materials	Relevancy Levels (%)		Classification of score levels
		Results	Intervals	
1	Kinds of Texts	68.42%	60% - < 80%	Relevant
2	Reading Tasks	92.58%	80% - 100%	Very Relevant
Total Average		80.5%	80% - 100%	Very Relevant

From the computation, the percentage average of all items of reading materials of the English textbook for the first year students of SMA published by Erlangga (2004) was **80.05%.** After consulting the percentage to the classification score levels, it lies in the interval of 80% - 100%. Thus it can be interpreted that the reading materials relevancy of the English textbook for the first year students of SMA published by Erlangga (2004) was **very relevant** to the 2004 SMA English curriculum.

4.4. Discussion

As one of the many teaching tools, textbooks can be a great value. It plays very important role in most classes. A textbook can make an excellent basis for building an interesting and learning activity. Therefore, they should be analyzed comprehensively before they are selected and used for the English instructions at school.

Based on the data gathered, this study found that the relevancy of reading materials of English textbook for the first year students of SMA published by Erlangga is very relevancy. The classifications of score level to evaluate the textbook are very relevant (80% - 100%), relevant (60% - <80%), relevant enough (40% - <60%), less relevant (20% - <40%), and irrelevant (0% - <20%). The data analysis result specifically is described in the following explanation.

Firstly, from data analysis, there were not all the reading texts that recommended by 2004 SMA English curriculum were presented in the textbook.

There were five kinds of texts recommended by 2004 SMA English curriculum; that is narrative, procedure, spoof/recount, report, and news item. However, there were only four kinds of reading texts presented in the textbook. They were procedure (1 = 5.26%), spoof/ recount (4 = 21. 05%), and report (7 = 26.84%). On the other hands, there were six texts (31.58%) which were not recommended by 2004 SMA English curriculum presented in the textbook. They were explanation (1 = 5.26%), exposition (1 = 5.26%), discussion (2 = 10.52%), and description (2 = 10.52%). As a result, the percentage of relevancy level of kind of text is 68.42%. When the percentage of score level was consulted to the classification of score level, it lies in the interval 60% - <80%. Thus, it can be interpreted that the relevancy of kinds of texts suggested on the textbook was relevant. It means the publisher has understood and applied kinds of texts of the 2004 SMA English curriculum. Although there was only a kind of text, which was not presented on the textbook, it can make the students have difficulties to reach standard competency and basic competency. To complete the materials, the teachers can use authentic text, such as brochure, newspaper, magazine, etc.

Secondly, from data analysis, the percentage of the relevancy level of reading task was 92.58%. The high percentage of this item was cause by the sufficient number of kind of reading task presented on the textbook. They were, pre reading (9.35%), read the text (2.67%), responding procedure text (1.04Z%), responding spoof/recount text (5.19%), responding report text (6.53%), responding news item text (2.23%), ideational meaning in the text (19.58%), identifying variation of element of sentence in text (textual meaning) (28.64%), identifying rhetorical steps (interpersonal meaning) I the text (17.36%). When the percentage of the score was consulted to the classification of score level, it lied in the interval 80% - 100%. Thus it can be interpreted that the relevancy of reading tasks suggested on the textbook was very relevant. On the other hand, there were any kinds of reading tasks that were not recommended by 2004 SMA English curriculum presented on the textbook. They were responding explanation text (1.48%), responding exposition text (0.74%), responding discussion text (2.67%), and responding description text (2.52%). As a result, inappropriateness of reading

tasks was 7.42%. It means the publisher has understood and applied reading tasks of the 2004 SMA English curriculum. The low percentage of inappropriateness of reading tasks, it does not mean, the teachers can focus on this textbook only. It is better for them to improve the materials and reading task that is recommended by 2004 SMA English curriculum from the other book. It hopes the students can understanding and answer many kind of reading tasks

Thirdly, from the average computation, the average of percentages of all item of reading materials of English textbook for the first year students of SMA published by Erlangga (2004) was 80.5%. After consulting the percentage to the classification of score level, it lied in the interval 80% – 100%. Therefore it can be interpreted that the relevancy of reading materials of the English textbook for the first year students of SMA published by Erlangga (2004) was very relevant. In other words, inappropriateness of reading materials was 19.5%.

Based on the explanation above, it means the publisher has understood and applied 2004 SMA English curriculum. There were some materials not presented on the textbook, such as narrative text and reading aloud. To reach the standard competency and the basic competency decided, the teacher can use authentic texts such as brochure, newspaper, magazine, etc to support the core material. The stressing point of the text suggested was not on the length of the text but on the quality of the text. In other words, the suggested reading materials were not only related with the topic discussed but also good in arrangement of their massages, the plot of thought, the structure or construction the features of linguistics, and the accuracy of the grammar.

V. CONCLUSIONS AND SUGGESTIONS

This chapter presents two points, they are: conclusions and suggestions. Firstly, there are two kinds of conclusions that can be drawn, namely, general and specific conclusions. Secondly, suggestions are given to English teachers, other researchers and the publisher.

5.1   Conclusions

Based on the data analysis presented in chapter IV, there are two kinds of conclusions that can be drawn.

5.1.1   General Conclusion

In general, the reading materials for the first year students of SMA published by Erlangga in 2004 is **very relevant** to the 2004 SMA English Curriculum.

5.1.2   Specific Conclusions

1.   The kinds of texts presented in the English textbook for the first year students of SMA published by Erlangga in 2004 is **relevant** to the 2004 SMA English Curriculum.

2.   The reading tasks presented in the English textbook for the first year students of SMA published by Erlangga in 2004 is **very relevant** to the 2004 SMA English Curriculum.

5.2   Suggestions

Based on the research results and the conclusions mentioned above, some important suggestions are given to the following people.

5.2.1   The English Teachers

Since it has been proved that the reading materials of the English textbook published by Erlangga in 2004 are relevant to the 2004 SMA English

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Curriculum, the English teachers are suggested to use the reading materials of the English textbook for the first year students of SMA published by Erlangga (2004) in teaching reading in the classroom.

5.2.2 Other Researchers

Following the evidence that the English reading materials for the first year students of SMA published by Erlangga in 2004 are relevant to the 2004 SMA English Curriculum. It is suggested that other researchers who are interested in conducting further research with the similar topic, use the results of this research as the basis for conducting the research focusing on the quality of reading materials, especially on kinds of texts and reading tasks.

5.2.3 The English Textbook Publishers

Based on the previous chapter, it is found that there is not all of kinds of texts and reading tasks presented by English textbook for the first year students of SMA published by Erlangga. It is better for the English textbook publishers to present all of kinds of text and reading tasks that is recommended by 2004 SMA English curriculum. It can stimulate the students' interactions and develop the students' learning skills and abilities in English generally and reading skill particularly.

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Appendix 1

Kinds of texts (genre) suggested by the 2004 SMA English curriculum for class X.

Genre	Social Function	Generic Structure	Significant Lexicogrammatical Features
Spoof/ Recount	To retell events for the purpose of informing or entertaining.	– Orientation: provides the setting and introduces participants. – Events: tell what happened, in what sequence. – Re-orientation: optional closure of events.	– Focus on specific participants. – Use of material processes. – Circumstances of time and place. – Use of past tense – Focus on temporal sequence.
Report	To describe the way things are, with reference to a range of natural, man-made and social phenomena in our environment.	– General classification, tells what the phenomenon under discussion in. – Description tells what the phenomenon under discussion is like in terms of (1) parts, (2) qualities, (3) habits or behaviors, if living, uses, if non-natural.	– Focus on generic participants. – Use of relational processes to state what is and that which it is. – Use of simple present tense unless extinct. – No temporal sequences.
Narrative	To amuse, entertain and to deal with actual or vicarious experience in different ways; Narratives deal with problematic events which lead to a crisis or turning point of some kinds, which in turn finds a resolution.	– Orientation: sets the scene and introduces the participants. – Evaluation: a stepping back to evaluate the plight. – Complication: a crisis arises. – Resolution: the crisis is resolved, for better or for worse. – Re-orientation: optional	– Focus on specific and usually individualized participants. – Use of material processes (and in this text behavioral and verbal processes). – Use of relational processes and mental processes. – Use of temporal conjunctions and temporal circumstances. – Use of past tense.

News items	To inform readers, listeners or viewers about events of the day which are considered newsworthy or important.	– Newsworthy event(s): recounts the event in summary form. – Background events: elaborate what happened, to whom, in what circumstances. – Sources: comments by participants in, witnesses to and authorities expert on the event.	– Short, telegraphic information about story captured in headline. – Use of material processes to retell the event (in the text below, many of the material processes are nominalised). – Use of projecting verbal processes in sources stage. – Focus on circumstances (e.g. mostly within qualifiers).
Procedure	To describe how something is accomplished through a sequence of actions or steps.	– Goal. – Materials (not required for all procedural texts). – Steps 1-n (i.e. goal followed by a series of steps oriented to achieving the goal).	– Focus on generalized human agents. – Use of simple present tense often imperative. – Use mainly of temporal conjunctions (or numbering to indicate sequence). – Use mainly of material processes.
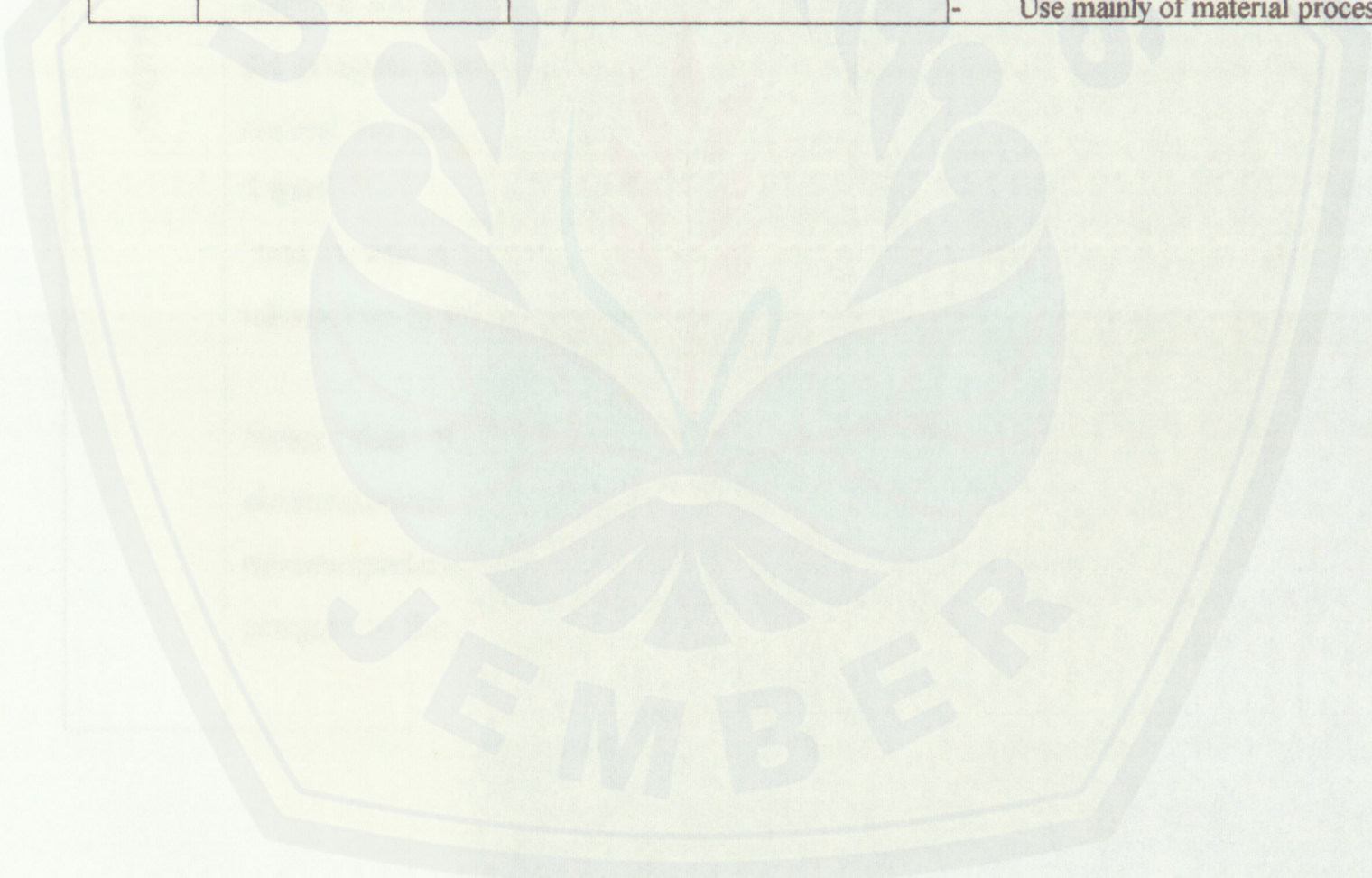
Appendix 2

The Example of Genres

GENRE	EXAMPLE
SPOOF	**Penguin in the Park** **Orientation** Once a man was walking in a park when he came across a penguin **Event 1** He took him to the policeman and said, "I have found this penguin. What should I do?" The policeman replied, "take him to the zoo." **Event 2** The next day the policeman saw the same man in the same park and the man still *carrying* the penguin with him. The policeman was rather surprise and *walked up* to the man and ask, "why are you still *carrying* the penguin about? Didn't you take him to the zoo?" "I certainly did," replied the man. **Twist** "and it was a great idea because he really enjoyed it, so today I'm taking him to the movies ! Notes that the 'twist' in this particular text is related to the circumstances of place the penguin is taken to and to the man's misinterpretation of the policeman's (unspoken) reason for taking the penguin to the zoo.

RECOUNT	**Earthquake** **Orientation** I was *driving* <u>along the coast road</u> when the car suddenly *lurched* <u>to one side.</u> **Event 1** At first I thought a tyre *had gone* but then I saw telegraph poles *collapsing* like matchsticks. **Event 2** The rock *came tumbling* <u>across the road</u> and I *had to abandon* the car. **Event 3** When I *got back* <u>to town,</u> well, as I said, there wasn't much left. Note that young writers often indicate temporal sequence with 'and then, and then, and then'. Alternatives can be modeled and used when the teacher and students jointly construct Recount.
REPORT	**Whales** General classification Whales are sea-living mammals Description: (behaviours, qualities, parts) They therefore breathe air but cannot survive on land. Some Species are very large indeed and the blue whales, which can *exceed* 30m in length, is the largest animal to have lived on earth, Superficially, the whale *looks* rather like a fish, but there are important difference in its external structure: its tail *consists of* part of broad, flat, horizontal paddles (the tail of a fish is vertical and it has a single nostril on top of its large, broad head. The skin is smooth and shiny and beneath it *lies* a layer of fat (blubber). This is up to 30cm in thickness and serves to conserve heat and body fluids.

NARRATIVE	**Snow White** **Orientation** Once upon a time there **lived** a little girl named **Snow White**. She **lived** with her Aunt and Uncle because her parent was dead. **Major Complication** One day she *heard* her **Uncle** and **Aunt** *talking* about leaving **Snow White** in the castle because they both wanted **to go to** America and didn't have enough money to take **Snow White**. **Resolution** **Snow White** did not want **her Uncle and Aunt** *to do* this, so she decided it would be best if she *run away*. The next morning she *run away* from home when her aunt and uncle were having breakfast. She *ran away* into the wood. **Compilation** She was very tired and hungry. **Resolution** Then she saw this little cottage. She *knocked* but no one *answered*, so she *went* inside and *fell asleep*. **Compilation** Meanwhile, the seven dwarfs *were coming* home from work. They *went* inside. There they *found* Snow White *sleeping*. Then Snow White *woke up*. She *saw* the dwarfs. The dwarfs *said*, "what is your name?" Snow White said, "My name is Snow White." **Major Resolution** Doc *said*, "If you wish, you may live here with us." Snow White *said*, "Oh could (I)? "Thank you," Then Snow White *told* the dwarfs the whole story and Snow White and the 7 dwarfs *lived* happily ever after.

NEWS ITEM	**Town 'Contaminated'** **Newsworthy Event** Moscow- A Russian journalist *has uncover* evidence of another Soviet nuclear catastrophe, which killed 10 sailors and contaminated an entire town. **Background Events** Yelena Vazrshavskya is the first journalist to speak to the people who witnessed the explosion of nuclear submarine <u>at the navalbase of shkotovo – 22 near Vladivostock.</u> The accident, which *occurred* <u>13 months before the Chernobyl disaster,</u> *spread* radioactive fall-out <u>over the base and nearby town,</u> but was covered up by officials of the Soviet Union. Residents were told the explosion <u>in the reactor of the Victor-class submarine during a refit</u> had been a 'thermal' and not a nuclear explosion. And those involve in the clean up operation to remove more than 600 tonnes of contaminated material were sworn to secrecy.

PROCEDURE	**The Hole Game** **Material needed** **Two players** One marble per person. A hole in ground. A line (distance) to start from **Method (step 1-n)** 1. First you must dub (**click** marble together). 2. Then you *must check* that the marble are in good condition and are nearly worth the same value. 3. Next *you must dig* a hole in the ground and *draw* a line a fair distance away from the hole. 4. **The first player** carefully *throws* his or her marble towards the hole. 5. Then **the second player** *tries to throw* his or her marble closer to the hole than his or her opponent. 6. **The player** whose marble is closest to the hole *tries to flick*, his or her marble into the hole. If successful, this player *tries to flick* his or her opponent's marble into the hole. The person flicking the last marble into the hole *wins* and *gets to keep* both marbles.

Appendix 3.

The Kinds of Texts Presented in the English Textbook for the First Year Students of SMA Published by Erlangga (2004)

Semester	No	Theme	Sub Theme	Narrative	Procedure	Spoof/ Recount	Report	News item	Other kinds	Notes	The Total Numbers	Percentage
1	2	3	4	5	6	7	8	9	10	11	12	13
Semester 1	1	Learning method	Programmed instruction				1				1	5.26
	2	Vocational educational	Vocational educational			1					1	5.26
	3	Intelligence	Intelligence				1				1	5.26
	4	Clean Water	Clean Water				1				1	5.26
	5	Sanitation at home	Sanitation				1				1	5.26
	6	Who will have our environment	Human: the main cause of population						1	Explanation	1	5.26
	7	Today's family life	Family life in the United Stated				1				1	5.26
	8	The Family cycle	The Family life cycle		1						1	5.26
	9	Food	Healthy food				1				1	5.26
	10	Health Insurance	Health						1	Exposition	1	5.26
			Health Insurance				1				1	5.26

1	2	3	4	5	6	7	8	9	10	11	12	13
Semester 2	11	The Olympic Games	The Olympic Games			1					1	5.26
	12	Badminton	Badminton			1					1	5.26
	13	Popular sport in the USA	Soccer: Why it can't make the big team in the USA						1	Discussion	1	5.26
	14	Tourism in Tana Toraja	Tana Toraja problem with their tradition						1	Description	1	5.26
	15	Worldwide Tourism	Tourism					1			1	5.26
	16	Traveling to New York	New York						1	Description	1	5.26
	17	Newspaper	The history of newspaper			1					1	5.26
	18	Television	Roles of television in society						1	Discussion	1	5.26
Total Number				0	1	4	7	1	6		19	100
Percentage				0	5.26	21.05	36.84	5.26	31.58		100	100

Appendix 4.
The Reading Tasks Presented in the English Textbook for the First Year Students of SMA Published by Erlangga (2004)

Unit	Theme	Instruction of Reading Tasks	Number of Tasks	Achievement indicators										Explanation	Percentage
				a	b	c	d	e	F	g	h	i	j		
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
1	Learning Methods	a. Preparing to read	4										4	Pre reading	0.59
		b. Read the text	1										1	Read the text	0.15
		c. Getting the main Ideas	7								7				1.04
		d. Understanding Reading Structure	7							7					1.04
		e. Comprehending Question	10				10								1.48
		f. Finding References	6						6						0.89
2	Vocational Education	a. Preparing to read	3										3	Pre reading	0.45
		b. Read the text	1										1	Read the text	0.15
		c. Getting the main Ideas	5								5				0.74
		d. Understanding Reading Structure	5							5					0.74
		e. Comprehending Question	7			7									1.04

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
3	Intelligence	f. Finding References	5						5						0.74
		a. Preparing to read	5											5	Pre reading	0.74
		b. Read the text	1											1	Read the text	0.15
		c. Getting the main Ideas	4									4				0.59
		d. Understanding Reading Structure	4								4					0.59
			8								8					1.19
		e. Comprehending Question	5					5								0.74
		f. Finding References	5						5							0.74
4	Clean Water	a. Preparing to Read	5											5	Pre reading	0.74
		b. Read the Text	1											1	Read the text	0.15
		c. Getting the Main Idea	6									6				0.89
		d. Understanding Reading Structure	6								6					0.89

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
5	Sanitation at home	e. Comprehending Question	5				5								0.74
		f. Put Suitable word	8						8						1.19
		g. Make Question	6						6						0.89
		h. Finding Reference	6						6						0.89
		a. Preparing to Read	3										3	Pre reading	0.45
		b. Read the Text	1										1	Read the text	0.15
		c. Guess the Meaning using Their Context	6						6						0.89
		d. Getting the Main Ideas	5								5				0.74
		e. Understanding reading Structure	5							5					0.74
		f. Comprehending Questions	7				7								1.04
		g. Finding Reference	5						5						0.74

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
6	Who will save our Environment?	a. Preparing to read	4										4	Pre reading	0.59
		b. Read the Text	1										1	Read the text	0.15
		c. Getting the Main Ideas	5								5				0.74
		d. Understanding Reading Structure	5							5					0.74
			10							10					1.48
		e. Finding Reference	10						10						1.48
		f. Comprehending Question	10										10	Responding explanation text	1.48
7	Today's family Life	a. Preparing to Read	4										4	Pre reading	0.59
		b. Read the Text Below	1										1	Read the text	0.15
		c. Getting The Main Ideas	6								6				0.89
		d. Understanding Reading Structure	4							4					0.59
			8							8					1.19
		e. Comprehension Question	7				7								1.04
		f. Finding References	4						4						0.59

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
8	Family Cycle	a. Preparing to Read	4										4	Pre reading	0.59
		b. Read The Text Below	1										1	Read the text	0.15
		c. Getting The Main Ideas	7								7				1.04
		d. Understanding Reading Structure	7							7					1.04
		e. Comprehending Question	7		7										1.04
		f. Complete the flow-chart	3						3						0.45
		g. Finding Reference	8						8						1.19
9	Healthy Food	a. Preparing to Read	1										1	Pre reading	0.15
		b. Read the Text Below	1										1	Read the text	0.15
		c. Getting The Main Ideas	6								6				0.89
		d. Understanding Reading Structure	6							6					0.89
		e. Comprehension Question	8			8									1.19
		f. Finding References	4						4						0.59

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
10	Health Insurance	a. Preparing to Read	1										1	Pre reading, read an advertising (exposition text)	0.15
		b. Answers the Question	5										5	Responding exposition text	0.74
		c. Read the Text	1										1	Read the text	0.15
		d. Getting the main ideas	5								5				0.74
		e. Understanding Reading Structure	5							5					0.74
		f. Comprehending Question	7				7								1.04
		g. Finding Reference	5						5						0.74
11	The Olympic Games	a. Preparing to Read	5										5	Pre reading	0.74
		b. Read the Text	1										1	Read the text	0.15
		c. Getting the Main Ideas	8								8				1.19
		d. Understanding Reading Structure	8							8					1.19
		e. Comprehending Question	10			10									1.48

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
12	Badminton	f. Finding Reference	6						6						0.89
		a. Preparing to Read	4										4	Pre reading	0.59
		b. Read the Text	1										1	Read the text	0.15
		c. Getting the Main Ideas	5								5				0.74
		d. Understanding Reading Structure	5							5					0.74
			10							10					1.48
		e. Comprehending Question	8			8									1.19
		f. Finding Reference	5						5						0.74
13	Popular Sports in USA	a. Preparing to Read	3										3	Pre reading	0.45
		b. Read the Text	1										1	Read the text	0.15
		c. Getting the Main Ideas	7								7				1.04
		d. Understanding Reading Structure	7							7					1.04
			10							10					1.48
		e. Comprehending Question	10										10	Responding Discussion text	1.48
		f. Finding Reference	10						10						1.48

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
14	Tourism in Tana Toraja	a. Preparing to Read	3										3	Pre reading	0.45
		b. Read the Text	1										1	Read the text	0.15
		c. Getting the Main Ideas	6								6				0.89
		d. Understanding Reading Structure	6								6				0.89
			10								10				1.48
		e. Comprehending Question	10										10	Responding Description text	1.48
		f. Finding Reference	8							8					1.19
15	Tourism	a. Preparing to Read	3										3	Pre reading	0.45
		b. Read The Text Below	1										1	Reads the text	0.15
		c. Getting The Main Ideas	4								4				0.59
		d. Understanding Reading Structure	4								4				0.59
			8								8				1.19
		e. Comprehending Question	10					10							1.48
		f. Answer the Questions based on the Table	5						5						0.74
		g. Finding Reference	4						4						0.59

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
16	Travelling to New York	a. Preparing to Read	3										3	Pre reading	0.45
		b. Read the Brochure	1										1	Read the text	0.15
		c. True or False? Show in what Paragraph	5								5				0.74
		d. Answer the Question	7										7	Responding Description text	1.04
		e. Finding Reference	8						8						1.19
17	Newspaper	a. Preparing to Read	4										4	Pre reading	0.59
		b. Read the Text	1										1	Read the text	0.15
		c. Getting the Main Ideas	7								7				1.04
		d. Understanding Reading Structure	7							7					1.04
		e. Comprehending Question	10			10				10					1.48
			10							10					1.48
		f. Finding Reference	5						5						0.74

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
18	Television	a. Preparing to Read	4										4	Pre reading	0.59
		b. Read The Text Below	1										1	Read the text	0.15
		c. Getting The Main Ideas	6								6				0.89
		g. Understanding Reading Structure	6								6				0.89
			7								7				1.04
		d. Comprehending Question	8										8	Responding Discussion text	1.19
		e. Finding References	10							10					1.48
		f. Fill the Blanks with Suitable Word	18							18					2.67
The Total Numbers			674	0	7	35	44	15	132	193	117	0	131		100
Percentage			100	0	1.04	5.19	6.53	2.23	19.58	28.64	17.36	0	19.44		100

Notes:

a. responding Narrative text

b. responding Procedure text

c. responding Spoof/ Recount text

d. responding Report text

e. responding News item text

f. identifying ideational meaning in the text

g. identifying variation of element of sentence in the text (textual meaning).

h. identifying rhetorical steps (interpersonal meaning) in the text.

i. reading aloud

j. the others

Appendix 5

The 2004 SMA English Curriculum
Basic Competency, Achievement Indicator, and Core Material

Class   :   X

Standard Competency   :   are able to communicate orally and writtenly using relevant various language fluently and accurately in the interactional and/or monolog text particularly related with text in the form of narrative, procedure, spoof/recount, report and news items.

Basic Competency	Achievement Indicators	Core Material
Reading Understanding the nuance of meaning and the stages of rhetorical in the texts in the form narrative, procedure, spoof/recount, report, and news item.	Responding text in many forms: - Narrative: song, letter - Procedure (instructions, manual) - Spoof / recount (orientation, event, twist) - Report (reporting the investigation: discourse analysis, description of the discourse, etc) - News item (events, background, news resource) - Identifying ideational meaning in the text - Identifying variation of element of sentences in the text. (textual meaning) Identifying rhetorical steps (interpersonal meaning) in the text. Reading aloud	- I have dream 1. Open the can 2. Pour the content into… - Once upon the time, there was a young girl………….. etc. - Insects are animals that have…. - On the 5th of August, another disaster occurred. Etc. What happened on the 5th of August? - Jim Carrey had s trip to the zoo. Who went to the zoo? - He often goes to the zoo. Often, he goes to the zoo. To the zoo, he often goes. Authentic text of the brochure, saint book, fiction, etc, can be used.

Appendix 6.

RESEARCH MATRIX

TITLE	PROBLEM	VARIABLE	INDICATOR	DATA RESOURCES	RESEARCH METHOD
The Relevancy of Reading Materials of the English Textbook for the First Year Students of SMA Published by Erlangga (2004) to the 2004 SMA English Curriculum	**Major problem:** To what extent are the **reading materials** of the English textbook for the first year students of SMA published by Erlangga (2004) relevant to the 2004 SMA English Curriculum? **Minor problems:** 1. To what extent are the **kinds of texts** suggested on reading materials o English textbook for the first year students of SMA published by Erlangga (2004) relevant to the 2004 SMA English Curriculum? 2. To what extent are the **reading tasks** suggested on the reading materials of the English textbook for the first year students of SMA published by Erlangga (2004) relevant to the 2004 SMA English Curriculum?	The reading materials of the English textbook for the first year students of SMA published by Erlangga (2004) The 2004 SMA English Curriculum	1. Basic competency of reading comprehension 2. Kinds of texts 3. Reading tasks	1 The SMA English textbook for the first year students published by Erlangga (2004) 2 The 2004 SMA English Curriculum	**Research design** Content Analysis study **Research subject** – The reading materials of the English textbook for the first year students of SMA published by Erlangga (2004) **Data collection method** – Documentary analysis **Data analysis** Descriptive analysis method with formula $$\Sigma = \frac{n}{N} \times 100\%$$ Notes: Σ: the expected percentage n : the total number of the score obtained N: the total number of the maximum score (Adopted from Ali,1993; 186)