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ABSTRACT

Hasanah, Nur. 2010 : AN ANALYSIS OF THE READING MATERIALS OF ENGLISH IN FOCUS FOR JUNIOR HIGH SCHOOLS PUBLISHED BY GANECA EXACT

As one of basic skills, reading has significant role to assist the students to be able to communicate using English. It means that students should be able to read English text well. Reading is a dynamic process in which the text elements interact with other factors outside the text. Hence, the teachers need to prepare appropriate materials before they start to teach. Good materials must content what have been recommended by content standard issued by Ministry of National Education (Mendiknas) No.22/2006 as a foundation for structuring curricula, instruction and assessment.

This study is intended to analyze the relevance of genres and activities of the reading materials in English in Focus textbook for Junior High Schools published by Ganeca Exact with the content standard issued by Ministry of National Education No.22/2006, and the relevance of genres, generic structures and linguistic features of the text.

This study is descriptive qualitative research. The subject of this study was the reading materials in English textbook entitled English in Focus for Grade VII, VIII and IX which are published by Ganeca Exact. The study uses main instrument which was the researcher and the two supporting instruments which are materials description and two kinds of observation table.

The results of this study showed that English in Focus textbook is provided for Junior High School students, grade VII, VIII and IX. Among 8 units which are provided for grade VII, only 3 units that already presented complete and appropriate reading materials in term of genres and activities as required by content standard in term of basic competence. Furthermore, for grade VIII the materials are presented in 6 units, among those 6 units, only 4 units already presented what have been required by content standard in term of basic competence. Meanwhile, among 5 units which are provided for grade IX, no one that already met all points as recommended by content standard in term of basic competence. Those 5 units are lack of presenting complete type of texts as required by basic competence. Then, in term of generic structures and linguistic features, based on the data which is investigated in the observation table, each text meets all of requirements of the five genres.

Considering the results of the study, it can be concluded that English in Focus textbook can still be used for grade VII, VIII and IX, but the teachers have to be creative to combine it with other materials to achieve what is suggested by content standard in term of basic competence, which is not completely covered by this textbook in the form of short functional text.

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CHAPTER I

INTRODUCTION

A. Background of Study

Language plays an important role in human life. One tries to acquire, learn and use language as a means of communication, and simultaneously as social symbol of humanity. By using language someone could make statements, convey facts and knowledge explain or report something, and keep social relations among the language users. These indicate that by means of language, people can express their ideas, feeling, information etc through communication.

As one of language in the world, English is considered and applied as international language. Since then, it is very popular and has been spoken and learnt by almost people in the world. There are some reasons why English is important and many people attempt to learn it. Some of them are: for finding job, traveling, interacting each other, doing business, taking examination, doing research, writing in the foreign language, etc. Therefore, mastering English has been a serious problem and beneficial to everyone who wants to find success in the future.

Realizing the importance of mastering English, Indonesian government through the education department attempts to provide a method to support the teaching and learning of English. Successful in learning English becomes an important goal that must be achieved by the educational system. Therefore, the

teaching of English in Indonesia has been applied at the very beginning level, from the elementary school until universities. English is given special attention, not like other languages of the world. It is one of the compulsory subjects at the secondary school level and senior high school level¹.

To guarantee the success of teaching and learning English, education department creates a standard guideline for the practitioners of English education. The guideline is called curriculum. This curriculum is known as curriculum 2006 because of the first year of the implementation. Since academic year of 2006-2007 the curriculum must be based on the Content Standard (Regulation of Minister of National Education No.22/2006) and the Graduate Competency Standard (Regulation of Minister of National Education No.23/2006). As stated below:

Satuan pendidikan dasar dan menengah dapat mengembangkan kurikulum dengan standar yang lebih tinggi dari Standar Isi sebagaimana diatur dalam Peraturan Menteri Pendidikan Nasional Nomor 22 Tahun 2006 tentang Standar Isi untuk Satuan Pendidikan Dasar dan Menengah dan Standar Kompentesi Lulusan sebagaimana diatur dalam Peraturan Menteri Pendidikan Nasional Nomor 23 Tahun 2006 tentang Standar Kompetensi Lulusan untuk Satuan Pendidikan Dasar dan Menengah².

Furthermore, the curriculum design is in accordance with the dynamic needs of students, the development period, and the development of knowledge

² MENDIKNAS, Peraturan Menteri Pendidikan Nasional Republik Indonesia Nomor 24 Tahun 2006, (Jakarta: MENDIKNAS, 2006), p. 3

¹ Presiden RI, Undang-Undang Republik Indonesia Nomor 20 Tahun 2003 Tentang Sistem Pendidikan Nasional, (Jakarta: MENSESNEG, 2003), p. 43

around. Its design made by teachers and, in that case, will be related to the textbook³.

Learning a language is not a matter of acquiring a set of rules and building up a large vocabulary. The teacher's efforts should not be directed at informing his students about a language, but at enabling them to use it. A student's mastery of a language is ultimately measured by how well he can use it, not by how much he knows about that⁴. It means that learning English is learning to master four language skills, namely: listening, speaking, reading and writing. Among those four skills, reading is considered as an important skill which students should master.

As one of basic skills, reading has significant role to assist the students to be able to communicate using English. Reading serves as a basic to develop other skills of language, namely speaking, listening and writing. Through reading students will gain additional new words, terms and phrases which automatically enrich their vocabulary. Richness in vocabulary enables students to speak better, listen the spoken language easily and catch the meaning well, and write the English text well. Therefore, students should be able to read English text well.

Reading and understanding are primary things that we need to use in our day-to-day life. Having a proficiency in them enables us to communicate

Felicia N. Utorodewo, Overview English Text Book, 2007, (Online).
 http://trasindo.blogspot.com/2009/08/review-of-text-books-english-lessons.html. Retrieved 2009-12-8
 L.G. Alexander, Practice and Progress; An Integrated Course for Pre-Intermediate Students, (London: Longman Group Ltd. 1975), p. vii

efficiently. The aim of improving reading comprehension cannot be achieved overnight, and you need to practice regularly to get to the goal. Good reading comprehension is very crucial in today's world, as it is needed almost all situations⁵.

Normally, reading is an activity that is intentionally done to understand the meaning or the content of the written materials such as textbook. Reading is a dynamic process in which the text elements interact with other factors outside the text; in this case most particularly with the reader's knowledge of the experiential content of the text⁶. Hence, the teachers need to prepare appropriate materials before they start to teach.

Several factors and requirements are considered before the reading materials are selected. The materials have to be relevant to the needs of society and the individual student. The structure and the vocabulary items have to be at a level of difficulty on a par with the students' command of English at that particular stage⁷. Ideally materials at all levels should provide frequent exposure to authentic input which is rich and varied. In other words the input should vary in

⁵ Stephen Rampur, *Effective Teaching: Reading Comprehension Strategies*, 2009, (Online). http://wwwbuzzle.com/articles/effective-teaching-reading-comprehension-strategies.html. Retrieved 2009-11-21

⁶ David Nunan, Language Teaching Methodology: A Textbook for Teachers, (Sydney: Prentice Hall International, (UK) Ltd, 1991), p. 70

⁷ Edward M. Anthony and Jack C. Richards, *Reading: Insights and Approaches*, (Singapore University Press Pte Ltd, 1976), p. 197c

style, mode, medium and purpose and should be rich in features which are characteristic of authentic discourse in the target of language⁸.

In preparing the materials, the teachers need the clue or guide line of teaching materials, for example textbook. Government Regulation No. 19/2005 on National Education Standard states that, among other subjects, textbooks include to the education facilities that need to set quality standard, as well as the quality standard of education, namely the content standard, the process standard, graduate competency standard, standard of education and personnel, the standard of facilities and infrastructure, management standard, standard of financing, education and standard of education assessment. As stated below:

Peraturan Pemerintah Nomor 19 Tahun 2005 tentang Standar Nasional Pendidikan. Peraturan Pemerintah ini memberikan arahan tentang perlunya disusun dan dilaksanakan delapan standar nasional pendidikan, yaitu: standar isi, standar proses, standar kompetensi lulusan, standar pendidik dan tenaga kependidikan, standar sarana dan prasarana, standar pengelolaan, standar pembiayaan, dan standar penilaian pendidikan⁹.

Textbook are written for the purpose of presenting information about subject that the students need to know. The course book or the textbook provides a plan for learning, visible outline of what is to be learned in the classroom, as well as a bank of resource materials and ideas (Nunan, 2003: 226)¹⁰. Good

MENDIKNAS, Lampiran Peraturan Menteri Pendidikan Nasional Nomor 22 Tahun 2006
 Tanggal 23 Mei 2006: Standar Isi (Jakarta: MENDIKNAS, 2006), p. 1
 As quoted in Yuyun Putri Mandasari, An Analysis of the Reading Material in "Being Competent"

⁸ Brian Tomlinson, *Materials Development in Language Teaching*, (Cambridge: Cambridge University Press, 1998), p.13

As quoted in Yuyun Putri Mandasari, An Analysis of the Reading Material in "Being Competent in English" for the First Year Students of Senior High School Published by Mediatama, (UNESA: Unpublished S-1 Thesis, 2007), p. 19

materials present the subject matter in an organized manner which moves from simple to complex; which employ language appropriately to the levels of the learners; which provide practice and review of the learning; which stimulating to the pupils; which are acceptable to the community; and which are manageable by the classroom teacher¹¹. Because of these reasons, the content of textbook must be appropriate with the level of the students' ability that will be taught.

Nowadays, many editors publish English textbook with different content and style. It means that there are so many choices in selecting materials. Therefore, teachers should be careful in selecting one which is suitable to the conditions, needs and characteristics of the students in the school. Teachers have to find out the conformity between the textbook presented and the content standard requirement. The selection should be based upon the value of the materials for instructional purposes and this is often difficult to determine.

Since 1984 Ganeca Exact keep in publishing several textbooks for many education levels in Indonesia based on curriculum requirement at that time, but still keep in a low price. As a result, the respond of the people was so amazing. Almost all schools in Indonesia know the textbook which were published by Ganeca Exact. During 1984-1997 Ganeca Exact become a leader of market for textbook in several subjects. It still continuo until this time. *English in Focus* textbooks for Junior High Schools are some of the most famous textbooks which

¹¹ Eleanor Wall Thonis, Teaching Reading to Non English Speakers, (Collies McMillan International, Inc, 1977), p. 195

are used by many Junior High Schools¹². In this case, the writer take an example in Surabaya as a proof, there are some good Junior High Schools which use *English in Focus* textbook, they are SMPN 2, SMPN 3, SMPN 4, SMPN 5, SMPN 29, SMPN 33 and SMP Muhammadiyah 4 Surabaya. Regarding this phenomenon, the writer is interested in analyzing whether the materials in this textbook have already relevant to the content standard issued by Ministry of National Education (Mendiknas) No.22/2006 especially in reading materials.

B. Statement of Problem

Concerning the background of the study, the researcher formulates the problem of the study, as follow:

- 1. Are the genres and activities of the reading materials of *English in Focus* textbook for Junior High Schools published by Ganeca Exact, relevant to the content standard issued by Ministry of National Education No.22/2006?
- 2. Are the generic structures and linguistic features of the text in *English in Focus* textbook for Junior High Schools relevant to the genres of the text?

C. Purpose of Study

Related to the statements of the problem above, the purpose of the study as follow:

http://www.ganeca-

exact.com/index.php?option=com_content&view=article&id=11&Itemid=28. Retrieved 2009-11-28

- To identify whether the genres and activities of the reading materials of
 English in Focus textbook for Junior High Schools published by Ganeca
 Exact, relevant to the content standard issued by Ministry of National
 Education No.22/2006
- To identify whether the generic structures and linguistic features of the text in
 English in Focus textbook for Junior High Schools relevant to the genres of
 the text

D. Significance of Study

This study is conducted in the hope that the result would give some advantages as follow:

- 1. Serving as reference for the analysis of reading materials in any English textbook
- Serving as guideline for the English teachers in selecting reading materials based on the content standard issued by Ministry of National Education No.22/2006
- 3. Giving positive contribution to the textbook writers as an input to make a better textbook in the future

E. Scope and Limitation of Study

In order to get focus in conducting this study, the researcher limited the scope of the study as follows:

This study is limited in analyzing the textbook entitled *English in Focus* for grade VII, VIII and IX which are published by Ganeca Exact, particularly in reading materials. Dealing with statement of the problem, the analyzing focuses on two relevancies. The first is the relevance of reading materials in genres and activities with the content standard issued by Ministry of National Education No. 22/2006 in term of basic competence. Then, the second is the relevance of the genres, generic structures and linguistic features of the text. The linguistic features are in term of parts of speech, such as; specific participant, action verb, adjective, conjunction, adverbial time and structures.

F. Definition of Key Terms

To gain the same perception to some words or phrases which are used in this study, some items are defined in order to give the readers a better understanding and to avoid misunderstanding. They are:

1. Analysis

An ability to breakdown the materials in its components. This may include identification of the relationship between parts in the textbook materials and the content standard issued by Ministry of National Education No.22/2006.

2. Reading Materials

Materials are used as guidelines in the teaching learning process and also used for learning subject particularly in reading skill.

3. Textbook

Instructional material used as guideline during teaching and learning activity.

4. Curriculum

A set of plan which is designed to equip the students with knowledge, skills and values that they will find useful both inside and outside of school.

5. Content Standard

The foundation for designing curricula, instruction, and assessment, but they do not stipulate the types of lesson plans, activities, or teaching methodologies that should be used.

6. Relevant

Closely covered or connected with what has been required by content standard. It means that reading materials is considered as relevant materials, if it covers or presents what has been required by content standard issued by Ministry of National Education No.22/2006 in term of basic competence.

CHAPTER II

REVIEW OF RELATED LITERATURE

The purpose of this chapter is to provide a framework to do analysis on the data which is obtained. Relevant theories and studies are reviewed as a basic of analysis to answer the statement of the problem as stated in the previous chapter. These concerns are on content standard, textbook, reading and its materials.

A. Content Standard Issued by Ministry of National Education No. 22/2006

1. Description of Content Standard

Content standard are broadly defined as what learners should know and be able to do in a certain subject or practical domain. Content standard describe the knowledge and skills that students will have upon successful completion of an instructional program¹³.

In education, content standard is a statement that can be used to judge the quality of curriculum content or as part of a method of evaluation. Standards should clearly describe the specific content that should be taught and learned during the K-12 years, grade by grade. Content standard articulates an essential core of knowledge and skills that students should master. Standards clarify what students are expected to know and be able to

¹³ Sarah Young and Cristine Smith, *Understanding Adult ESL Content Standards*. 2006, (Online). http://www.cal.org/caela/esl-resources/briefs/contentstandard.html. Retrieved 2009-12-8

do at various points in their K-12 academic career (Kendall & Marzano, 1997)¹⁴.

In line with statement above, it is stated that:

Standar Isi (SI) mencakup lingkup materi dan tingkat kompetensi untuk mencapai kompetensi lulusan pada jenjang dan jenis pendidikan tertentu. Termasuk dalam SI adalah: kerangka dasar dan struktur kurikulum, Standar Kompetensi (SK) dan Kompetensi Dasar (KD) setiap mata pelajaran pada setiap semester dari setiap jenis dan jenjang pendidikan dasar dan menengah. SI ditetapkan dengan Kepmendiknas No. 22 Tahun 2006¹⁵.

Furthermore, San Jose (1999) state that "Standards guide teachers in identifying and focusing instruction on the essential knowledge and skills students should learn in each grade level". Ideally, one teacher is made responsible for teaching the standard, measuring student mastery, and taking timely corrective action when mastery is not achieved¹⁶.

In conclusion, content standard is considered as a core in developing effective curriculum in accordance with the needs of students and the development of period and knowledge, a basic in selecting appropriate materials and applying complete activities which will help the students learn the materials easily, and a means to measure the improvement which is achieved by students through teaching and learning process (assessment).

http://www.ncrel.org/sdrs/areas/issues/content/currclum/cu300.htm. Retrieved 2010-05-04

¹⁴ Integrating Standards into the Curriculum, (Online).,

¹⁵ BSNP, Panduan Penyusunan Kurikulum Tingkat Satuan Pendidikan Jenjang Pendidikan Dasar Dan Menengah, (Jakarta: BSNP, 2006), p. 5

¹⁶ Sarah Young and Cristine Smith, *Understanding Adult ESL Content Standards*. 2006, (Online). http://www.cal.org/caela/esl-resources/briefs/contentstandard.html. Retrieved 2009-12-8

2. Functions of Content Standard

As a core element of education, certainly, content standard which is issued by Ministry of National Education No. 22/2006 has very big functions and goals. Content standard provide a roadmap to guide instruction and assessment in measurable ways when they are accompanied by progress indicators and assessment tasks that students can use to gauge their progress and set new goals (Snow, 2000).

McKay (2000) proposed three main purposes for content standard: planning instruction to help students progress from one level to the next, professional understanding to inform teachers of the progress that students at a certain level can be expected to make, and reporting student achievement for accountability or funding requirements. Content standard can also: 17

- Provide teachers and program administrators with a shared vision for adult
 ESL education; a common language for discussing outcomes; and
 guidelines for structuring curriculum, instruction, and assessment;
- Serve as guideposts for students to follow as they make progress in learning English, giving them more responsibility for their learning, and helping them to formulate specific goals for the future; and
- Describe to stakeholders outside the adult ESL field (e.g., employers who
 want to know what skills potential employees have) what adult students
 know and are able to do.

¹⁷ Ibid, Sarah Young and Cristine Smith, (Online). Retrieved 2009-12-8

B. Textbook

1. Definition of Textbook

Textbooks are a key component in most language programs. Textbooks play very crucial role in the language teaching and learning and are considered the next important factor in the second or foreign language classroom after the teacher. Materials and textbooks are an important resource for teachers in assisting students to learn English. They are the foundation of school instruction and the primary source of information for students and teachers. Materials and textbooks serves as one of the main instruments for shaping knowledge, attitudes and principles of students¹⁸.

Textbook contain information to be learned, and authors attempt to present information in coherent and organized ways¹⁹. A textbook may refer to a defined printed instructional material in bound form, the contents of which are properly organized and intended for use in elementary or high school curricula (Warren, 1981, 43). In other words, textbook is a learning tools or devices for the purpose of presenting information about the subject that students need to know.

Elliot & Woodward (1990) note that, internationally there is increasing interest in issues related to the use of textbook in schools, particularly in the

¹⁸ Nooreen Noordin and Arshad Abdul Samad, Examining the Importance of EST and ESL Textbooks and Materials: Objectives, Content and Form, (Online). http://www.espworld.info/Articles 9/textbooks.htm. Retrieved 2010-04-30

¹⁹ Lee Gunderson, ESL Literacy Instruction: A Guidebook to Theory and Practice, (New Jersey: Prentice Hall Regents, 1991), p. 146

United States. Studies in the United States have resulted in the realization that textbooks are a more important factor in explaining learning outcomes than was previously recognized²⁰.

2. Advantages and Disadvantages of Textbook

a. Advantages of Textbook

As one of the most important factors in language teaching and learning process, the use of textbook gives some big contributions to help the teacher and students in making the teaching - learning process easy, interesting and effective. There are some advantages of the textbook:²¹

- It provides structure and a syllabus for a program. Without textbook a
 program may have no central core and learners may not receive a
 syllabus that has been systematically planned and developed.
- 2) It helps standardize instruction. The use of a textbook can ensure that the students in different classes receive similar content and therefore can be tested in the same way.
- 3) It maintains quality. If a well-developed textbook is used, students are exposed to materials that have been tried and tested, that are based on learning principles, and that are paced appropriately.

²⁰ Kevin Laws and Mike Horsley, Educational Equity? Textbooks in New South Wales Secondary Schools, (Online).

http://alex.edfac.usyd.edu.au/Year1/cases/Case%2014/Textbooks in Secondary Sch.html. Retrieved 2010-04-30

²¹ Jack C. Richards, *Curriculum Development in Language Teaching*, (Cambridge: Cambridge University Press, 2001), p. 254-255

- 4) It provides a variety of learning resources. Textbooks are often accompanied by workbooks, CDs and cassettes, videos, CD-ROMs, and comprehensive teaching guides, providing a rich and varied resource for teachers and learners.
- 5) It is efficient. It save teachers' time, enabling teachers to devote time to teaching rather than materials production.
- 6) It can provide effective language models and input. Textbook can provide support for teachers whose first language is not English and who may not be able to generate accurate language input or their own.
- 7) It can train teachers. If teachers have limited experience, a textbook together with the teacher's manual can serve as a medium of initial teaching training.
- 8) It is visually appealing. Commercial textbook usually have high standards of design and production and hence is appealing to learners and teachers.

b. Disadvantages of Textbook

In the other hand, the use of textbook also gives some negative effects which must be recognized especially by the teachers when they use the textbook in teaching process:²²

²² Ibid. Jack C. Richards, p. 255-256

- 1) It may contain inauthentic language. Textbook sometimes present inauthentic language because texts, dialogues, and other aspects of content tend to be specially written to incorporate teaching points and is often not representative of real language use.
- 2) It may distort content. Textbook often present an idealized view of the world or fail to represent real issues.
- 3) It may not reflect students' needs. Because textbook is often written for global markets, it may not reflect the interests and needs of students and hence may require adaptation.
- 4) It can deskill teachers. If teachers use textbook as the primary source of their teaching, leaving the textbook and teacher's manual to make the major instructional decisions for them, the teacher's role can become reduced to that of a technician whose primary function is to present materials prepared by others.
- 5) It is expensive. Commercial textbooks represent a financial burden for students in many parts of the world.

3. Criteria of an Appropriate English Textbook

As it is known that the objective of the learning process should be gained through the proper teaching and learning process which is influenced also by the use of teaching means in term of textbook and material. It is clear that the principle in selecting the textbook should be based on the following

criteria in order to get the appropriate and good textbook for teaching and learning process.

The typical textbook, of course, is written at the grade level for which the book is intended-for example, at the ninth-grade level of reading difficulty. Yet the ninth-grade students who are able to read at only, the eighth-grade level or lower obviously has trouble in understanding this textbook²³.

The organization of chapters in textbooks is deliberately mechanistic as a result. Generally a chapter begins with a brief outline or overview, and it ends with a quiz or some other review to help you measure what you have learned. In the body of the chapter, the relative importance of the topics discussed is shown graphically with varying typefaces and type sizes: large letters and boldface type indicate major heads; smaller letters and italicized type denote subheads, and so forth. Finally, modern textbooks are filled with charts, graphs, tables, and illustrations that help to explain and interpret the points made in text. All these devices are there to make the reading and studying processes easier.

Textbook writers use methods of paragraph development and patterns of organization to present their ideas for the same reason that other writers do to present the material in a way that enables the reader to grasp it easily and to

²³ Elizabeth A. Simpson, Helping High-School Students Read Better: A Program Manual for teachers and Administrators, (Chicago: Science Research Associates, Inc. 1954), p. 8

follow the direction of the ideas without difficulty. And since you have gained some skills in recognizing these techniques, your comprehension and ability to remember what you have read, whether in textbooks or elsewhere, should improve.

Textbook materials should normally present less of problem for you than other kinds of nonfiction prose, simply because textbook authors typically try to set forth their ideas in the most straightforward and organized manner possible so that the student can comprehend them easily²⁴.

In a simple explanation, some characteristics of textbook are:25

- (1) Has a scholarly foundation and a clear date.
- (2) Contains material that is sufficient, varied, easy to read, and in accordance with the needs of students.
- (3) Is presented in a systematic, logical, and organized.
- (4) Increase the interest of the students to learn.
- (5) Contains materials that help students to solve similar problems.
- (6) Contains self-reflection and evaluation to measure competency that has been and will be learned.

Recently, so many textbooks published. The textbook writers have different style in presenting the materials. It means that teachers have so many options in choosing the textbook, so they need to be very careful in selecting

Suherli, Study of Readability Textbook Elementary School, 2008, (Online). http://read-herli.blogspot.com/2008/11/study-of-readability-text-book.html. Retrieved 2009-12-8

²⁴ Dianne Milan, Developing Reading Skills, (New York: McGraw-Hill, Inc, 1991), p. 233

the appropriate one, of course by considering some criteria of an appropriate English textbook above.

C. Reading

1. Definition of Reading

Discussing about the definition of reading it is quite complex. The experts who have different opinions about what is meant by reading create this complexity. Reading has a lot of meaning based on the scientist or linguist point of view. However, those several meaning usually connected one into another, in other word, basically they are still in similar line or idea about reading.

Reading is sometimes used broadly in the sense of interpretation. Reading is a process in which meaning builds up as the concepts aroused by the printed words become organized into larger and more comprehensive ideas. Reading, then, is a way of learning and developing. Reading can enrich and ennoble; it can also delude and debase. The act of reading is itself neutral, but the ideas and feelings aroused while reading become part of the person's total background of experience; they become integrated with the traces of all related previous experience. Reading allows individuals to learn from the experience of others and permits human knowledge to become cumulative²⁶.

²⁶ Albert J. Harris, Effective Teaching of Reading, (New York: David McKay Company, 1962), p. 13

Lado (p.223) states that reading in a foreign language consists of grasping meaning in that language through its written representation. He Further amplifies the definition by saying that reading in a foreign language is the grasping of the full linguistic meaning of what is read in subject within the common experience of the culture of which the language is a central part²⁷.

In conclusion, reading is the process of deriving meaning and massage from the written or printed text. It is a means of language acquisition, communication, and sharing information, opinion or ideas between the writer and the readers.

2. Importance of Reading

Reading plays an indispensable part in civilized life. In the course of a day an adult is likely to read street signs, advertisements, labels on food or medicine containers, traffic signs, telephone numbers, direction for cooking food or repairing an appliance, business letters and memos, social letters, a request for donation, a political announcement-plus, of course, a newspaper or two, part of magazine, and sometimes part of book. Reading is so much a part of everyday living that one can hardly imagine modern life without it.

Surveys have shown that adolescents and adults fulfill many life needs through reading. They read to meet the practical demands of every day living;

²⁷ Edward M. Anthony and Jack C. Richards, *Reading: Insights and Approaches*, (Singapore University Press Pte Ltd, 1976), p. 61

to carry on occupational activities; to further their recreational interests; to satisfy intellectual curiosity; to understand current events; to gain the information needed by a good citizen; and to satisfy spiritual and emotional needs²⁸.

In academic field, the students who cannot read usually cannot learn. Also, the student who reads poorly often does poorly in his academic work. And the student who reads well usually does well in his studies. Whether students are poor, average, or good readers, reading is among their most essential tools for learning. According to reading authorities, about 90 percent of all the studies that are carried on in regular high-school subjects involve reading. In every subject-matter course, students are given reading assignments. For example, they may have to read a textbook chapter for the next day's class discussion. Or, they may have to review a group of chapters to get ready for a mid-semester examination. Only if these students are relatively proficient readers are they likely to do well in the activities required to do satisfactory work in the course. Students who learn to read better are usually able to do better work in their subjects of study.

²⁸ Albert J. Harris, Effective Teaching of Reading, (New York: David McKay Company, 1962), p.

Finally, if a high school assists students to read more effectively, it helps them to develop skills that may be highly valuable to them in their first full-time jobs and in later jobs as well²⁹.

3. Purpose of Reading

Successful reading includes the ability to adjust processing in such a way that learning goals, as a function of reading purpose, are met. (Linderholm & van den Broek, 2002: 778)³⁰.

Based on the quotation above, it means that reading is an activity with a certain purpose. Reading will be recognized as a successful activity if the purpose of reading is achieved. In this case there are seven purposes for reading. They are:³¹

- Reading to search for information (scanning and skimming)
- Reading for quick understanding (skimming)
- Reading to learn
- Reading to integrate information
- Reading to evaluate, critique, and use information
- Reading for general comprehension (in many cases, reading for interest or reading to entertain)

31 Ibid. William Grabe, p. 8

²⁹ Elizabeth A. Simpson, Helping High-School Students Read Better: A Program Manual for teachers and Administrators, (Chicago: Science Research Associates, Inc. 1954), p. 2-4

³⁰ William Grabe, Reading in a Second Language; Moving from Theory to practice, (Cambridge: Cambridge University Press, 2009), p. 11

4. Strategies for Reading Comprehension

Being able to read effectively means more than just being able to understand what is written on the page. In this case, there are ten strategies which will help students to comprehend the text easily:³²

- a. Identify the purpose in reading.
- b. Use graphemic rules and patterns to aid in bottom-up decoding (especially for beginning level learners).
- c. Use efficient silent reading techniques for relatively rapid comprehension (for intermediate to advanced levels).
- d. Skim the text for main ideas.
- e. Scan the text for specific information.
- f. Use semantic mapping or clustering.
- g. Guess when you aren't certain.
- h. Analyze vocabulary.
- i. Distinguish between literal and implied meanings.
- j. Capitalize on discourse makers to process relationship.

5. Types of Classroom Reading Performance

Different types of reading for different situations. The skill which is chosen will depend on the purpose of reading. In this case, there are some

³² H. Douglas Brown, Teaching by Principles; an Interactive Approach to Language Pedagogy, Second Edition, (New York: Addison Wesley Longman Inc, 2001), p 306-310

types of reading. They are: oral and silent reading, intensive and extensive reading.

a. Oral and Silent Reading

At the beginning and intermediate level, oral reading can:³³

- Serve as an evaluative check on bottom-up processing skills,
- Double as a pronunciation check, and
- Serve to add some extra student participation if teacher wants to highlight a certain short segment of a reading passage.

Furthermore, knowing the differences between oral and silent reading is important for an individual's educational lifetime:³⁴

- 1) Oral reading provides the thought from the printed page, while silent readers absorb the thought from the text.
- 2) Oral reading actually follows an instant recognition of a thought, while silent readers immediately get the thought.
- 3) Oral reading is a complex process, involving mental interpretations based on eye sweeps of the text accompanied by vocalization, while silent readers simply interpret the material through a series of eye sweeps (without delays resulting from vocalization).
- 4) With oral readers, the pronunciation of the words is most important; with silent readers, the meanings of the words are most important.

³³ Ibid. H. Douglas Brown, p 312

³⁴ The Important Evolution of Oral to Silent Reading, (Online). http://www.readfaster.com/articles/oral-to-silent-reading.asp. Retrieved 2010-06-29

- 5) Vocalization reduces (and limits) the speed of oral readers, a problem that doesn't affect silent readers.
- 6) Now, it should be evident that reading rates of silent readers are likely to be considerably faster and varied (according to individual differences), while reading rates of oral readers are likely to be considerably slower, with little variation.

b. Intensive and Extensive Reading

Silent reading may be subcategorized into intensive and extensive reading. Intensive reading is an activity in which students focus on the linguistic or semantic details of a passage. Intensive reading calls students' attention to grammatical forms, discourse markers, and other surface structure details for the purpose of understanding literal meaning, implications, rhetorical relationships, and the like³⁵.

However, intensive reading alone will not make students good readers. In fact, too much intensive reading may actually cause students to develop bad reading habits. For example, because intensive reading requires students to pay attention to every detail, it often encourages the habit of paying more attention to the vocabulary and grammar of a text than to its overall meaning. It also encourages the habit of reading English

³⁵ H. Douglas Brown, Teaching by Principles; an Interactive Approach to Language Pedagogy, Second Edition, (New York: Addison Wesley Longman Inc, 2001), p 312

very slowly, and students who become accustomed to reading English in this way often never learn to read any faster. Finally, intensive reading tends to be relatively boring, so students who fall into the habit of reading everything intensively often come to dislike reading in English³⁶.

Extensive reading is carried out to achieve a general understanding of a usually longer text (book, long article, or essay, etc.). Most extensive reading is performed outside of class time. Pleasure reading is often extensive. Technical, scientific, and professional reading can, under certain circumstances, be extensive when one is simply striving for global or general meaning from longer passages.

By stimulating reading for enjoyment or reading where all concepts, names, dates, and other details need not be retained, students gain an appreciation for the affective and cognitive window of reading: an entrée into new worlds. Extensive reading can sometimes help learners get away from their tendency to overanalyze or look up words they don't know, and read for understanding³⁷.

³⁶ Is Intensive Reading Really Reading? (Online). http://www.amityfoundation.org/p..php?p.=1435. Retrieved 2010-05-10

³⁷ H. Douglas Brown, *Teaching by Principles; an Interactive Approach to Language Pedagogy, Second Edition*, (New York: Addison Wesley Longman Inc, 2001), p. 313

6. Stages in Teaching Reading

There are three kinds of stages in relation to teaching reading in the classroom. They are before reading, during reading, and after reading.³⁸

a. Before Reading

Before reading stages are directed at the students' prior knowledge, especially activating readers' schemata before reading, in other word, it is to arouse students' interest and motivation for reading. In this case there are some suggested activities to do:

- Activating what students already know about the text
- Providing important background information
- Explaining conventions, techniques, and vocabulary
- Setting purpose(s) for reading

b. During Reading

During reading stages are expected to maximize student's interactions to the text. In this case there are some suggested activities to do:

- Encouraging them to become involved with the text
- Modeling the strategies that effective readers use as they read
- Guiding the reading process with questions and activities that help them build their own understanding of what they are reading

³⁸ Reading, http://www.sasked.gov.sk.ca/docs/ela20/teach5.html. Retrieved 2010-05-12

c. After Reading

After reading stages are required to recheck the students' understanding about the text. In this case there are some suggested activities to do:

- Encouraging them to share their initial responses through discussion and other activities
- Encouraging them to move beyond their initial understanding and develop more meaningful interpretations and connections
- Expanding their reading experience to literary analysis
- Clarifying and extending their thinking about language and literature through related writing, speaking, viewing, listening, and further reading activities.

7. Criteria of the Appropriate Teaching Materials

Teaching materials are a key component in most language programs. Whether the teacher uses a textbook, which is institutionally prepared materials, or his or her own materials, instructional materials generally serve as the basis for much of the language input learners receive and the language practice that occurs in the classroom.

Cunningsworth (1995, 7) summarizes the role of materials in language teaching as:³⁹

- a. A resource for presentation materials (spoken and written)
- b. A source of activities for learners practice and communicative interaction
- c. A reference source for learners on grammar, vocabulary, pronunciation, and so on
- d. A source of stimulation and ideas for classroom activities
- e. A syllabus (where they reflect learning objectives that have already been determined)
- f. A support for less experienced teachers who have yet to gain in confidence

Furthermore, the choice of materials is a big decision because it is usually the materials which determine the vocabulary, language structure and concepts which make up the reading program. The teacher's use of the materials will influence the learning outcomes more than anything else in the classroom, but the materials themselves will limit or will expand the learning opportunities of the pupils. Materials are tools and, as such, they must be appropriate and sharp so that the users of them, the teacher and the pupils, may obtain the possible results⁴⁰.

University Press, 2001), p. 251

40 Eleanor Wall Thonis, Teaching Reading to Non English Speakers, (Collies McMillan International, Inc, 1977), p. 193

³⁹ Jack C. Richards, Curriculum Development in Language Teaching, (Cambridge: Cambridge

Reading and its material have close relationship; it determines the students' outcome in reading program. Therefore selecting reading materials is very essential in gaining the good result of reading program. In selecting materials, of course, practitioners need to look carefully at the principles underpinning such materials to ensure that they contribute positively to the learning environment⁴¹.

In this case, there are many criteria which may use in the selection of the language teaching materials. Among these are:⁴²

- Materials should achieve impact
- Materials should have learners to feel at ease
- Materials should help learners to develop confidence
- What is being taught should be perceived by learners as relevant and useful
- Materials should require and facilitate learner self-investment
- Learners must be ready to acquire the points being taught
- Materials should expose the learners to language in authentic use
- The learners' attention should be drawn to linguistic features of the input
- Materials should provide the learners with opportunities to use the target language to achieve communicative purposes

⁴¹ Jack C. Richards and Willy A. Renandya, *Methodology in Language Teaching: An Anthology of Current Practice*, (New York: Cambridge University Press, 2002), p. 88

⁴² Brian Tomlinson, *Materials Development in Language Teaching*, (Cambridge: Cambridge University Press, 1998), p. 7-21

- Materials should take into account that the positive effects of instruction are usually delayed
- Materials should take into account that learners differ in learning style
- Materials should take into account that learners differ in affective attitudes
- Materials should permits a silent period at the beginning of instruction
- Materials should maximize learning potential by encouraging intellectual,
 aesthetic and emotional involvement which stimulates both right and left
 brain activities
- Materials should not rely too much on controlled practice
- Materials should provide opportunities for outcome feedback

Regarding the importance of selecting appropriate materials, both teachers and materials writer, of course, walk a tightrope. The teacher's challenge is to maintain the balance between providing a coherent learning experience which scaffolds learner comprehension and production, and modeling effective strategies without losing responsiveness to the unique situation and needs of each leaner. The writer's challenge is to provide materials which support, even challenge, teachers and learners, and present ideas for tasks and the presentation of language input without becoming prescriptive and undermining the teacher's and the learner's autonomy⁴³.

⁴³ Jack C. Richards and Willy A. Renandya, *Methodology in Language Teaching: An Anthology of Current Practice*, (New York: Cambridge University Press, 2002). p. 88

8. Text Types for Junior High Schools Based on the Content Standard
Issued by Ministry of National Education No 22/2006

There are 5 text types (genre) for Junior High Schools which recommended by content standard in term of basic competence. They are procedure, descriptive, recount, narrative and report⁴⁴.

In categorizing a text into a specific genre, it should be noted the generic structures used to framework the text and the linguistic features within it. Different text types are characterized by different generic structure (Nunan, 1991: 207)⁴⁵.

Furthermore, the explanation of generic structures and linguistic features of each genre are as follow:

- 1. **Procedure**: a text that shows a process in order. Its social function is to describe how something is completely done through a sequence of series.
 - a. Generic Structure

❖ Goal/ Aim : Showing the purpose

 Material/ Equipments : Telling the needed materials (not required for all procedural text)

Steps/ Methods : Describing the steps to achieve the purpose

⁴⁴ DEPDIKNAS, Standar Kompetensi dan Kompetensi Dasar, (Jakarta: DEPDIKNAS, 2006), p. 278

⁴⁵ As quoted in Alfonsus Yunanto Setiawan, An Analysis of the Reading Materials of "Smart Steps" for Grade VII Published by Ganeca Exact, (UNESA: Unpublished S-1 Thesis, 2008), p, 18

- b. Linguistic Feature
 - Using imperative
 - Using action verb
 - Using conjunction
- 2. **Descriptive**: A text which lists the characteristics of something. Its purpose is describing a particular person, place or thing in detail.
 - a. Generic Structure
 - **❖** Identification
 - Description
 - b. Linguistic Feature
 - Using specific participant
 - Using adjective
 - Using action verb
 - Using simple present tense
- 3. **Recount**: A text which retells events or experiences in the past. Its purpose is either to inform or to entertain the audience. There is no complication among the participants and that differentiates from narrative.
 - a. Generic Structure

Orientation : Introducing the participants, place and time

Events : Describing series of event that happened in the

past

- Reorientation : It is optional. Stating personal comment of the writer to the story
- b. Linguistic Feature
 - Using specific participant/ personal participant
 - Using adjective
 - Using action verb
 - Using conjunction/ chronological connection
 - Using adverbial time
 - Using simple present tense
- 4. Narrative: a text focusing specific participants. Its social function is to tell stories or past events and entertain the readers.
 - a. Generic Structure
 - Orientation : Introducing the participants and informing the time and the place
 - Complication : Describing the rising crises which the participants have to do with
 - * Resolution : Showing the way of participant to solve the crises, better or worse
 - b. Linguistic Feature
 - Using specific participant
 - Using adjective
 - Using action verb



- Using conjunction
- Using adverbial time
- Using simple past tense
- 5. **Report**: A text which presents information about something, as it is. It is as a result of systematic observation and analysis.
 - a. Generic Structure
 - General classification : Stating classification of general aspect of thing; animal, public place, plant, etc which will be discussed in general
 - Description : Describing the thing which will be discussed in detail; part per part, customs or deed for living creature and usage for materials
 - b. Linguistic Feature
 - Using general noun
 - Using specific participant
 - Using adjective
 - Using action verb
 - Using conjunction
 - Using adverbial time⁴⁶

⁴⁶ Text Types: A Complete Overview. (Online). http://understandingtext.blogspot.com/2008/03/text-types-complete-overview.html. Retrieved 12-06-2010

D. Previous Studies in Analyzing Reading Materials

a. It was written by Yuyun Putri Mandasari (2007), entitled "An Analysis of the Reading Material in *Being Competent in English* for the First Year Students of Senior High School Published by Mediatama. By using descriptive qualitative method, she tried to investigate the relevance of generic structures, linguistic features, and reading activities presented in reading materials of *Being Competent in English* with indicators recommended in the 2004 English Curriculum.

The results were that the textbook in general, the generic structures and linguistic features of the whole texts are in good order. But the reading activities in all units of the English textbook are not in line with the reading indicators recommended by the 2004 English curriculum. It means that reading activities in all units are irrelevant to the 2004 English curriculum.⁴⁷

b. It was written by Alfonsus Yunanto Setiawan (2008), entitled "An Analysis of the Reading Materials of *Smart Steps* for Grade VII Published by Ganeca Exact. By using descriptive qualitative method, he tried to investigate the relevance of reading materials of *Smart Steps* for grade VII with indicators recommended by KTSP Curriculum in the syllabus designed by SMP Santa Maria Surabaya.

⁴⁷ Yuyun Putri Mandasari, An Analysis of the Reading Material in "Being Competent in English" for the First Year Students of Senior High School Published by Mediatama, (UNESA: Unpublished S-1 Thesis, 2007), p. 52

The results were that the reading materials of this textbook in general met all indicators recommended by KTSP Curriculum in the syllabus designed by SMP Santa Maria Surabaya. In other words, reading materials of this textbook are relevant to the KTSP curriculum.⁴⁸

⁴⁸ Alfonsus Yunanto Setiawan, An Analysis of the Reading Materials of "Smart Steps" for Grade VII Published by Ganeca Exact, (UNESA: Unpublished S-1 Thesis, 2008), p, 41

CHAPTER III

RESEARCH METHOD

This chapter is devoted to the description of the steps taken to conduct the study. The description involves research design, the object of the study, data and the source of the data, research instrument, data collection technique and data analysis.

A. Research Design

As a starting point, good understanding of what a research is will much contribute for the success of designing research. Research is defined as human activity based on the intellectual application in the investigation of matter. The primary purpose for applied research is discovering, interpreting, and the development of the methods and systems for the advancement of human knowledge on a wide variety of scientific matters of our world and the universe⁴⁹. The systematic steps or well-done plan must be in order to manage useful research. This is to obtain valid answers to the statement of the problem automatically.

Since this study deals with the analysis of the content of the textbook, the researcher used a descriptive qualitative research. Then, the data in this study will be analyzed qualitatively without any statistical calculation. Qualitative research is research which focus on understanding social phenomena from the perspective

⁴⁹ Methodology, (Online). http://en.wikipedia.org/wiki/Methodology. Retrieved 2010-05-10

of the human participant in the study. It provides rich verbal description for setting, situation and participants⁵⁰.

B. Research Subject

The subject of this study is reading materials of all units in English textbook entitled *English in Focus* for Grade VII, VIII and IX which are published by Ganeca Exact.

C. Source of Data

In qualitative research, the natural setting is the direct source of data. The kinds of data in qualitative research include interview transcripts, field notes, photographs, audio recordings, videotapes, diaries, personal comments, memos, official records, textbook passages, and anything else that can convey the actual words or actions of people⁵¹.

The data in this study is in the form of the result of the materials description and two types of observation tables. The data from the materials description is needed to give an explanation about reading materials which are presented in *English in Focus* textbook for grade VII, VIII and IX. Meanwhile, the data from the first observation table is needed to find out whether the reading

⁵¹ Jack R. Fraenkel and Norman E. Wallen, How to Design and Evaluate Research in Education, (Singapore: McGrow-Hill, Inc. 1993), p. 380-381

⁵⁰ Donald Ary, *Introduction to Research in Education*, (Belmont: Wadsworth Thomson Learning, 2002), p. 37

the content standard in term of basic competence. Then, the second type is needed to find out whether the generic structures and linguistic features of the text relevant to its genre.

D. Research Instrument

In Oxford dictionary, instrument is defined as an implement or a piece of apparatus used for a particular purpose especially for delicate or scientific work⁵². As this study is descriptive qualitative, the main instrument to collect the data is the researcher herself⁵³.

Relating to the purpose of the study which is about identifying whether reading materials in *English in Focus* textbook in term of genre and activities relevant to basic competences and whether the generic structures and linguistic features of the text are relevant to the genres of the reading materials, the researcher uses the materials description and two kinds of observation tables to obtain any information needed to conduct the study. The first is table relevance of the reading materials in term of genres and activities of *English in Focus* textbook with content standard in term of basic competence. Then, the second type is table relevance of the genre, generic structures and linguistic features of the text.

⁵² A S Hornby, Oxford Advanced Learner's Dictionary of Current English, (Oxford: Oxford University Press, 1995) p. 619

⁵³ Jack R. Fraenkel and Norman E. Wallen, *How to Design and Evaluate Research in Education*, (Singapore: McGrow-Hill, Inc. 1993), p. 380

E. Data Collection Technique

Qualitative data are collected in the form of words or pictures rather than numbers⁵⁴. Qualitative researchers typically rely on the following methods for gathering information: observation, interviewing, and document analysis⁵⁵. Considering the purpose of the study, the last method is the most suitable one to be used by the researcher for collecting the data in this study.

To make collecting the data easy, the following steps will be taken by the writer:

- 1. Choosing the textbook which is going to be studied
- 2. Reading the content of English in Focus textbook
- 3. Identifying the reading materials of *English in Focus* textbook
- 4. Classifying the genre of the text and activities of the reading materials
- 5. Applying document analysis method. To collect the data through this method. the researcher makes the description of the reading materials and establishes two types of tables. The first is a table relevance of genres, activities and basic competence and the second is a table relevance of generic structures, linguistic features and the genres of the text.

F. Data Analysis

Analyzing the data in a qualitative study essentially involves synthesizing the information the researcher obtains from various sources (e.g., observation,

 ⁵⁴ Ibid. Jack R. Fraenkel and Norman E. Wallen, p. 381
 ⁵⁵ Ibid. Jack R. Fraenkel and Norman E. Wallen, p. 384

interviewing, and document analysis) into a coherent description of what he or she has observed or otherwise discovered⁵⁶.

Considering the purpose of the study which is about identifying reading materials in English textbook entitled *English in Focus*, the researcher conducts the following steps to make easier in analyzing the data:

- 1. Describing the profile or the presentation of reading materials in English textbook entitled *English in Focus* for grade VII, VIII and IX in the form of paragraphs.
- 2. Establishing table of relevance of basic competence and the reading materials in term of genre and activities.
- 3. Giving interpretation of genres, activities and basic competence relevance based on the table.
- 4. Putting five texts for five genres as required by content standard in term of basic competence into the table of relevance.
- 5. Observing the five texts to investigate the generic structures and linguistic features relevance with genre of the text.
- 6. Giving interpretation of genre, generic structures and linguistic features relevance based on the table.
- 7. Making conclusion of all the analyzed data in term of discussion.

⁵⁶ Ibid. Jack R. Fraenkel and Norman E. Wallen, p. 383

CHAPTER IV

RESULTS AND DISCUSSION

This chapter concerns with the explanation obtained from the observation and analysis of the reading materials in *English in Focus* textbook for grade VII, VIII and IX which is published by Ganeca Exact. As stated in the statement of the problem, this study deals with the investigation to find out the relevance of the genres and activities in the reading materials with the content standard issued by Ministry of National Education No. 22/2006 in term of basic competence. Then, this study also focuses on the relevance of the genres, generic structures and the linguistic features of the text in *English in Focus* textbook.

A. Results

This subheading is divided into three parts, they are:

- (1) Presentation of the reading materials of English in Focus textbook,
- (2) The relevance of genres and activities in reading materials and content standard issued by ministry of national education No. 22/2006,
- (3) The relevance of genres, generic structures and linguistic features of the text.

1. Presentation of the Reading Materials of English in Focus Textbook

English in Focus textbook is used for Junior High School grade VII, VIII and IX. For grade VII, the English materials are printed in 164 pages. It is added by bibliography, photo credits, glossary, index, listening script and answer key for the exercises. In total, there are 176 pages. There are 8 units presented in English in Focus, intended to support the English teaching and learning process for one year. In the first semester, students will learn from unit 1 to unit 4; and the rest of it will be taught for the next semester. In the end of each semester, students will have exercises (p. 79-82 and p. 155-158), these exercises intend to evaluate what they have learned through out each semester. And in the end of the year, students will have final evaluation (p. 159-164). This evaluation intends to evaluate what they have learned during a year.

Furthermore, for grade VIII, the English materials are printed in 159 pages. It is added by bibliography, photo credits, glossary, index, listening script and answer key for the exercises as well. In total, there are 176 pages. There are 6 units presented in *English in Focus*, intended to support the one year English teaching and learning process. In the first semester, students will learn from unit 1 to unit 3; and the remaining of it will be taught in semester 2. In the end of each semester, students will have exercises (p. 71-74 and p. 149-152), these exercises intend to evaluate what they have learned through out each semester. And in the end of the year, students will have final

evaluation (p. 153-159). This evaluation intends to evaluate what they have learned during a year.

Meanwhile, for grade IX, the English materials are printed in 139 pages. It is also added by bibliography, photo credits, glossary, index, listening script and answer key for the exercises. In total, there are 152 pages. There are 5 units presented in *English in Focus*, intended to support the one year English teaching and learning process. In the first semester, students will learn from unit 1 to unit 3; and the rest of it will be taught for the next semester. In the end of each semester, students will have exercises (p. 69-74 and p. 127-131), these exercises intend to evaluate what they have learned through out each semester. And in the end of the year, students will have final evaluation (p. 132-139). This evaluation intends to evaluate what they have learned during a year.

English in Focus textbook for grade VII, VIII and IX have the same style. Generally, on each unit, the authors of the textbook presented the materials along with the concept mapping and study goals on each skill that can help the users of the textbook in reading and comprehending the materials. The concept mapping is supposed to give explanation on what will be taught and learnt on each unit. Each unit will have four skills including listening, speaking, reading and writing. The textbook also use a topic on each unit to make the students focus on the materials.

The reading materials, as the focus of this study are presented in different genres and forms. The kinds of genres in the textbook are procedure, descriptive, recount, narrative and report. Meanwhile, the kinds of forms that used in the textbook are dialogue; article, short story, instruction, chart and pictures.

2. The Relevance of Genres and Activities of Reading Materials with Content Standard Issued by Ministry of National Education No. 22/2006

A content standard is the core elements of education. It can be a guideline for structuring curriculum, instruction, and assessment. It means that content standard is a foundation in determining what students should know and are able to do. Considering that statement, it is important to have good materials as a means of teaching learning process. Good materials must content what have been recommended by content standard issued by Ministry of National Education No. 22/2006 in term of basic competence.

Content standard in term of basic competence suggest some different standards that should be mastered by students in each semester of each grade of Junior High School level. For Junior High School level, teaching English means teaching four skills of language, namely listening, speaking, reading and writing. As focus of this study, basic competence has some requirements in genres and activities which should be covered by reading materials. Generally, the genres that recommended by basic competence for Junior High

School level are procedure, descriptive, recount, narrative and report.

Furthermore, in general, the activities which are suggested by basic competence are:

- a. read aloud the meaningful short functional text and simple essay
- b. respond to the meaning of short functional text
- c. respond to the meaning and rhetoric steps of simple essay

Table 2.1 Grade VII Semester 1

Basic	I		Reading Materials	Relevance	
Competence	Unit	Genre	Activity	1	2
Membaca nyaring bermakna kata, frasa,	1	Short Functional Text (Introduct- ion)	 look at the picture and then complete the sentences read aloud the text fill in the form based on the text 	*	✓
dan kalimat dengan ucapan, tekanan dan intonasi yang berterima yang berkaitan dengan lingkungan terdekat 2. Merespon	2	Descriptive, & Short Functional Text (Advertise- ment)	observe the picture and answer the questions that follow repeat the advertisement which is read by teacher before, with good pronunciation and punctuation answer the question in pairs based on the advertisement study the picture of classroom match the words in the box with the pictures which are numbered	~	√
2. Merespon makna yang terdapat dalam teks tulis fungsional pendek sangat sederhana secara	3	Descriptive, & Short Functional Text (Advertise- ment)	 read aloud the text carefully answer the questions in pairs based on the text read and study the advertisement fill in the blank to help in choosing the restaurant and giving reasons pay attention to the text which is read by teacher 	~	~

akurat, lancar dan berterima yang berkaitan			•	fill the table with some facts from the text answer the multiple choice question answer the essay question	
dengan lingkungan terdekat	4	Short Functional Text (Advertise- ment)	•	answer the question orally decide whether the text true or false based on the advertisement in pairs match the words in column A with the explanation in column B	V V

Before giving the interpretation of table relevance above, it is important to inform that number 1 and 2 in relevance column is the number of basic competence which is in the first column. The observation table above said that among four units presented, 3 units present the appropriate text and activities required by content standard issued by Ministry of National Education No. 22/2006 in term of basic competence. In this case, there are two points of basic competence in teaching reading skill for grade VII semester 1, they are:

- > Read aloud the meaningful words, phrases and sentences with acceptable utterance, stress and intonation in the context of daily life.
- Respond to the meaning of short functional written text, accurately, fluently and acceptable in the context of daily life.

Those points of basic competence are completely done on unit 1. The first point of basic competence is definitely done on unit 1, 2 and 3 by applying *reading text* activity. For the second point of basic competence, it is

done on each unit by applying some activities which emphasize to the responding to the meaning of short functional text, such as; fill in the form based on the text, look at the picture and then complete the sentences.

Furthermore, basic competence recommends presenting only short functional text on each unit, but unit 2 and 3 provide additional text which is unnecessary, those units present short functional text in the form of advertisement and simple essay in the form of descriptive genres which is not recommended. Meanwhile, unit 4 already present appropriate short functional text in term of advertisement, but it only presents some activities which support the second point of basic competence such as match the words in column A with the explanation in column B, no activities that support the first point of basic competence. It means that unit 1, 2 and 3 are relevant to the basic competence, and only unit 4 which is irrelevant to the content standard in term of basic competence.

Table 2.2 Grade VII Semester 2

Basic Competence		Reading Materials			Relevance		
	Unit	Genre	Activity	1	2	3	
Merespon makna yang terdapat dalam teks tulis fungsional pendek sangat sederhana secara akurat, lancar dan berterima yang	5	Descriptive	 observe the picture and answer the question orally read the text carefully answer the questions based on the text arrange the jumbled sentences into correct order make a paragraph based 		✓ ✓ ✓	~	

	dengan	r	1	on some questions		T -
2.	lingkungan terdekat Merespon makna dan langkah retorika secara akurat, lancar dan berterima dalam esei sangat sederhana yang berkaitan dengan lingkungan terdekat dalam teks berbentuk	6	Descriptive	read the text carefully answer the questions in pairs match the words in column A with the explanation in column B identify the true or false statements read the text carefully find the main idea of the text find the characteristic of descriptive in the text find the translation of some words	\ \ \ \	~
3.	descriptive dan procedure Membaca nyaring bermakna teks fungsional dan esei pendek dan sangat sederhana berbentuk descriptive dan	7	Procedure	read the tips of keeping health answer the questions read aloud the text answer the questions based on the text match the words in column A with the explanation in column B read the text carefully	\ \ \	\ \
	procedure dengan ucapan, tekanan dan intonasi yang berterima	8	Procedure	look at the picture and answer the questions orally read the text carefully answer the questions based on the text in pairs arrange the jumbled sentences into correct paragraph	\ \ \	~

To help the reader easy in understanding the interpretation of table relevance above, it is important to inform that number 1, 2 and 3 in relevance column is the number of basic competence which is in the first column, and it is occur for the 4 tables' relevance remaining. The complete checklist above state that all of units in semester 2 are presenting simple essay with the

appropriate genre and complete activities but those units still miss one point from three points recommended by content standard issued by Ministry of National Education No. 22/2006 in term of basic competence. In teaching reading skill for grade VII semester 2 there are three points of basic competence, they are:

- ➤ Respond to the meaning of short functional written text, accurately, fluently and acceptable in the context of daily life.
- ➤ Respond to the meaning and rhetoric steps of simple essay accurately, fluently and acceptable in the context of daily life in the form of descriptive and procedure.
- ➤ Read aloud the meaningful short functional text, and simple essay in the form of *descriptive* and *procedure* with acceptable utterance, stress and intonation.

Regarding the explanation above, basic competence recommend presenting simple essay and short functional text on each unit, but all of units only presents simple essay without short functional text. It means that the first point of basic competence is missed in this semester. Then, the second point done on each unit by applying several kinds of activities which emphasize to the understanding simple essay, such as; answer the questions based on the text, make a paragraph based on some questions, match the words in column A with the explanation in column B, and arrange the jumbled sentences into correct paragraph, etc. Furthermore, the third point of basic competence, as

done in semester 1, is completely done on each unit by applying *reading text* activity. It can be concluded that unit 5, 6, 7 and 8 are irrelevant to the content standard in term of basic competence.

Table 2.3 Grade VIII Semester 1

Basic Compe			Reading Materials	Re	levar	nce
	Unit	Genre	Activity	1	2	3
1. Membaca nyaring bermakna tulis fungs dan esei berbentuk descriptiv. recount pendek da sederhana dengan uc tekanan da intonasi ya berterima berkaitan dengan lingkunga	teks sional lee dan lan apan, an ang yang	Descriptive, Short Functional Text (Sign)	 look at the picture and then answer the questions read the dialogue read the text carefully answer the questions based on the text find the meanings of the words in Indonesian put those words in the blank line in sentences find the synonym of some words, then put them into the boxes according to the numbers look at the sign and answer the questions 	**	\	\ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \
sekitar 2. Merespon makna dal teks tulis fungsional pendek sederhana secara aku lancar dan berterima berkaitan dengan lingkunga sekitar 3. Merespon makna dan	lam 2 nrat, yang	Descriptive, Short Functional Text (Notice)	 answer the questions based on the picture read the text carefully find out the main idea of each paragraph from the text answer the questions in pair based on the text identify the true or false statements study the text carefully identify the characteristic of the descriptive from text read the notice carefully answer the questions based on the notice 	✓	✓	
langkah retorika d	alam		 answer the questions read the text carefully 	~		

esei pendek sederhana secara akurat, lancar dan berterima yang berkaitan dengan lingkungan sekitar dalam teks berbentuk descriptive dan recount	3	Recount, Short Functional Text (Notice)	 answer the questions based on the text read the text carefully identify the characteristic of the recount from text put the words that found in the text and put them into the squares arrange the jumbled paragraph into the correct order identify the characteristic of the recount from text read the notice carefully answer the questions based on the notice 	1	\(\)

The complete table above said that all of units in semester 1 are presenting the simple essay with appropriate genre, short functional text and complete activities required by content standard issued by Ministry of National Education No. 22/2006 in term of basic competence. In this case, there are three points of basic competence in teaching reading skill for grade VIII semester 1, they are:

- ➤ Read aloud the meaningful short functional text, and simple essay in the form of *descriptive* and *recount* with acceptable utterance, stress and intonation in the context of daily life.
- Respond to the meaning of simple short functional written text, accurately, fluently and acceptable in the context of daily life.
- Respond to the meaning and rhetoric steps of simple essay accurately, fluently and acceptable in the context of daily life in the form of descriptive and recount.

The first point of basic competence is definitely done on each unit by applying reading text activity. Furthermore, the second point of basic competence done on each unit by applying several kinds of activities which emphasize to the responding to the meaning of short functional text, such as; look at the sign and answer the questions, answer the questions based on the notice. Meanwhile, the third point of basic competence done on each unit by applying several kinds of activities which emphasize to the understanding simple essay, such as; answer the questions based on the text, find the meanings of the words in Indonesian, put those words in the blank line in sentences, identify the true or false statements, find out the main idea of each paragraph from the text, etc. So, it means that unit 1, 2 and 3 are relevant to the content standard in term of basic competence.

Table 2.4 Grade VIII Semester 2

	Basic			Reading Materials	Re	levai	nce
Cor	mpetence	Unit	Genre	Activity	1	2	3
ny be tek fun da pe sec na de uc tek	embaca aring rmakna as ngsional n esei ndek derhana rbentuk count dan rrative ngan apan, canan dan	4	Narrative	 answer the questions orally match the words in column A with the explanation in column B read the story aloud answer the questions based on the story identify the true or false statements complete the paragraph with the past tense of the verbs in the box match the words in column A with the words in column B change the regular verbs into 	*		V V V V V

2.	berterima yang berkaitan dengan lingkungan sekitar Merespon makna dalam teks tulis fungsional pendek sederhana secara akurat, lancar dan berterima yang berkaitan dengan lingkungan sekitar Merespon	5	Recount	their past forms change the words in the brackets into simple past form answer the questions based on the picture in pairs read the text answer the questions based on the text identify the true or false statements read aloud the text which is read by teacher before identify the characteristic of the recount from text in pairs find some words which is in the boxes answer the questions	* * * * * * *
	Merespon makna dan langkah retorika dalam esei pendek sederhana secara akurat, lancar dan berterima yang berkaitan dengan lingkungan sekitar dalam teks berbentuk recount dan narrative	6	Narrative, Short Functional Text (Advertise ment)	 read the story match the words in column A with their synonyms in column B do some instructions to the story read the picture story carefully answer the questions based on the story complete the table based on the story read the advertisements and complete the dialogue that follow study the list of things which is done yesterday write sentences based on the list 	

The observation checklist above state that among three units presented in semester 2 only one unit covers all points recommended by content standard issued by Ministry of National Education No. 22/2006 in term of

basic competence. In teaching reading skill for grade VIII semester 2 there are three points of basic competence, they are:

- ➤ Read aloud the short functional text, and simple essay in the form of recount and narrative with acceptable utterance, stress and intonation in the context of daily life.
- > Respond to the meaning of short functional written text, accurately, fluently and acceptable in the context of daily life.
- ➤ Respond to the meaning and rhetoric steps of simple essay accurately, fluently and acceptable in the context of daily life in the form of recount and narrative

The first point of basic competence, as usual, is definitely done on each unit by applying *reading text* activity. For the second point, basic competence recommends presenting short functional text on each unit, but among those three units only unit 6 does that. It is done by applying some activities which emphasize to the responding to the meaning of short functional text, such as; complete the dialogue based on the advertisement above. Meanwhile, unit 4 and 5 do not present short functional text. It means that the second point of basic competence is missed on unit 4 and 5.

Furthermore, the third point of basic competence done on each unit by applying several kinds of activities which emphasize to the understanding simple essay, such as; match the words in column A with the explanation in column B, identify the true or false statements, complete the table based on

the story, etc. In conclusion, only unit 6 which is relevant to the content standard in term of basic competence, and unit 4 and 5 are irrelevant.

Table 2.5 Grade IX Semester 1

	Basic			Reading Materials	Re	levar	nce
	Competence	Unit	Genre	Activity	1	2	3
2.	Competence Membaca nyaring bermakna teks fungsional dan esei pendek sederhana berbentuk procedure dan report dengan ucapan, tekanan dan intonasi yang berterima Merespon makna yang terdapat	Unit	Procedure	Activity observe the pictures carefully, then rearrange the instructions based on the pictures match the words in column A with the explanations in column B in pairs fill in the blank with the words in the box answer the questions based on the text in practice I read the procedure text carefully answer the questions based on the text identify the structure of the text with the help of some clues identify the true or false statements based on the text	1	2	3
	dalam teks			make the imperative of			/
	tulis		•	sentences orally			ľ
3.	fungsional pendek sederhana secara akurat, lancar dan berterima untuk berinterak-si dalam konteks kehidupan sehari-hari Merespon	2	Report	 answer the questions orally read the text carefully answer the questions based on the text answer the multiple choice questions based on the text arrange the jumbled actions into a correct order based on the text in practice 2 match the italicized words in sentences with their meanings or synonym in the box look at the pictures and 	~		\ \ \ \ \ \ \ \
[makna dan langkah			answer the questions orally in			
	retorika			group • read the text carefully	✓		

dalam esei pendek sederhana secara akurat, lancar dan			•	identify the characteristics of report text in pairs match the words in column A with its Indonesian equivalent in column B		~	
berterima untuk			•	fill in the blanks with the phrases in the box		<	/
berinterak-si dalam konteks			•	find main idea, supporting idea and concluding idea of the text		~	•
kehidupan sehari-hari dalam teks berbentuk			•	observe the pictures carefully, then match each picture with the instructions		~	
procedure dan report			•	match the words in column A with its meaning in column B			
dan report	3	Procedure	•	answer the questions based on the text		*	1
			•	read the text carefully	V		
				read the explanation of procedure	√		
			•	put the verbs in the bracket into present perfect		~	/

The complete checklist above said that all of units in semester 1 are presenting simple essay with the appropriate genre and complete activities but those units still miss one point from three points required by content standard issued by Ministry of National Education No. 22/2006 in term of basic competence. In this case, there are three points of basic competence in teaching reading skill for grade IX semester 1, they are:

- > Read aloud the short functional text, and simple essay in the form of procedure and report with acceptable utterance, stress and intonation.
- > Respond to the meaning of short functional written text, accurately, fluently and acceptable for interaction in the context of daily life.

Respond to the meaning and rhetoric steps of simple essay accurately, fluently and acceptable for interaction in the context of daily life in the form of procedure and report.

The first point of basic competence is completely done on each unit by applying reading text activity. For the second point, basic competence requires presenting short functional text on each unit, but all of units do not do that. It means that the second point of basic competence is missed in this semester. Furthermore, the third point done on each unit by applying several kinds of activities which emphasize to the understanding simple essay, such as; observe the pictures carefully then rearrange the instructions based on the pictures, answer the multiple choice questions based on the text, arrange the jumbled actions into a correct order based on the text, find main idea, supporting idea and concluding idea of the text, etc. It means that all units in semester 1 for grade IX are irrelevant to the content standard in term of basic competence.

Table 2.6 Grade IX Semester 2

Basic Competence			Reading Materials			Relevance		
		Unit	Genre	Activity	1	2	3	
1.	Membaca nyaring bermakna teks tulis fungsional dan esei pendek sederhana berbentuk			 answer the questions match the Indonesian story title in column A with its English translation in column B read aloud the text which is read by teacher before match the words in column 	✓		✓✓	

2.	dalam konteks kehidupan sehari-hari Merespon makna dalam teks tulis fungsional pendek secara akurat, lancar dan berterima untuk berinteraksi dalam konteks kehidupan sehari-hari Merespon makna dan langkah retorika dalam esei pendek	5	Report	read the text carefully answer the questions based on the text find the meanings and the phonetic symbols of the words and what parts of speech they belong to find what the pronouns refer to look at the picture and answer the questions orally write down the words in the box under the correct pictures answer the questions before reading the text read the text carefully and answer the questions that follow match the words in column A with its meaning in column B identify the characteristic	\	\ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \
	sederhana secara akurat, lancar dan berterima untuk berinteraksi dalam konteks kehidupan sehari-hari dalam teks berbentuk narrative dan report			of report from the text by filling in the table complete the sentences using words/phrases in the box read the text and answer the questions that follow answer the multiple choice questions based on the text make sentences like the example	\	\ \ \ \

The observation table above state that all units in semester 2 are presenting simple essay with the appropriate genre and complete activities but those units still miss one point from three points recommended by content

standard issued by Ministry of National Education No. 22/2006 in term of basic competence. In teaching reading skill for grade IX semester 2 there are three points of basic competence, they are:

- ➤ Read aloud the short functional text, and simple essay in the form of narrative and report with acceptable utterance, stress and intonation for interaction in the context of daily life.
- ➤ Respond to the meaning of short functional written text, accurately, fluently and acceptable for interaction in the context of daily life.
- ➤ Respond to the meaning and rhetoric steps of simple essay accurately, fluently and acceptable for interaction in the context of daily life in the form of *narrative* and *report*.

The first point of basic competence is definitely done on each unit by applying reading text activity. For the second point, basic competence recommends presenting short functional text on each unit, but all of units do not do that. It means that the second point of basic competence also missed in this semester like in semester 1. Furthermore, the third point done on each unit by applying several kinds of activities which emphasize to the understanding simple essay, such as; match the Indonesian story title in column A with its English translation in column B, complete the sentences using words/phrases in the box, answer the multiple choice questions based on the text, etc. It can be concluded that all units in semester 2 are irrelevant to the content standard in term of basic competence.

3. The Relevance of Genres, Generic Structures and Linguistic Features of the Text

In teaching and learning reading skill, students are expected to be able to read English text well. Through reading activity, the students can understand and comprehend the meaning of the text or discourse. And those purposes can be achieved by using good materials. A high quality reading text must content what have been recommended by content standard issued by Ministry of National Education No. 22/2006 in term of basic competence.

In this case, content standard in term of basic competence suggest some kinds of genres to be used in reading materials for Junior High School level. The genres are procedure, descriptive, recount, narrative and report. Then, the reading text should be organized following the genre, generic structures and linguistic features. Linguistic features here deal with parts of speech, such as; general noun, specific participant, action verb, adjective, conjunction, adverbial time, etc.

Descriptive text is presented for grade VII on unit 2, 3, 5 and 6, and grade VIII on unit 1 and 2. Procedure text is presented for grade VIII on unit 7 and 8, grade IX on unit 1 and 3. Recount text is presented for grade VIII on unit 3 and 5. Narrative text is presented for grade VIII on unit 4 and 6, grade IX on unit 4. Report text is presented for grade IX on unit 2 and 5. Considering the second statement of the problem, this study also deals with the investigation to find out the relevance of the genres, generic structures and

linguistic features of the reading materials of *English in Focus* textbook. For analyzing relevance of genres, generic structures and linguistic features of the text, the writer takes one text for one genre as object of the study and then put them into observation table. So, in this study there are five texts for five genres which will be investigated by the researcher.

Table 3.1 Descriptive Text

Generic	Text	Linguistic		
Generic Structure Identification Description	My name is Kevin. My parents' names are Mr. and Mrs. Steward. I have to elder sisters. Their names are Jessica and Hanna. We like traveling. The place that we often visit is Bali. He has a restaurant near Kuta Beach. The		e My name, my parents' name, my grandfather' s restaurant, Kuta beach Elder, near Visit, go, faces, see Simple	
	restaurant faces directly to the beach so that the people in the restaurant	Structure	present tense	
	can see the sunset. The tourists like to visit my grandfather's restaurant.			

The text above is a descriptive one, consisting of one paragraph. The text is taken from unit 5 of *English in Focus* textbook for grade VII semester 2, with "Family Life" topic. Based on the observation table, it states clearly that generic structure which required by descriptive genre in term of

identification and description are already covered by the text above. Furthermore, the linguistic features in term of specific participant, action verb, adjective, and the structure, which are used in the descriptive text above, are relevant to the genre of the text.

Table 3.2 Procedure Text

Generic Structure	Text	Linguistic Feature			
Structure Goal/aim Steps/methods	Wati Safitri cares about keeping fit. First of all, she joints health club where she usually exercises after work. Next, she always careful about her diet. She never eats fast food with a lot of fat and sugar. Then, she never smokes cigarettes. Finally, Wati sometimes consumes multivitamins to supply energy because she is very busy woman. She does a lot of activities all day long. That's Wati, she tries to keep in shape and		_	ure •	
	stay healthy.				

The text above is a procedure one, consisting of one paragraph. The text is taken from unit 7 of *English in Focus* textbook for grade VII semester 2, with "Work Out" topic. Based on the observation table, it states clearly that generic structure which required by procedure genre in term of goal/aim and

steps/methods are already covered by the text above. Furthermore, the linguistic features of the text in term of imperative, action verb, and conjunction already relevant to the procedure genre.

Table 3.3 Recount Text

Generic	Text	Linguistic		
structure		Feature		
Orientat-	Last Saturday I woke up early,	•	Specific	My friend,
ion	but I didn't get up because there		participant	Fanny
,	was no school. Suddenly, my		_	
	telephone was rung. It was my	•	Adjective	• Traditional,
	friend Fanny, she asked me to go out at 10.00 o clock. She		-	expired,
	wanted to buy something in			surprised,
	traditional market.			valid,
Event 1	Finally, we were out. In the			hurried
	street, saw a peace of pink			
	coupon. Interested with its	•	Action	• Woke up,
	color, I took it, then Fanny and		verb	rung,
	I read this out. We were fully			bought,
	shocked; it was a receipt of four nights tour to Lombok!! The			saw, took,
	expired day was that day. To			fell, went,
	our surprised, the name was			lied
	Fanny Fenita and the birth date			
	was exactly the same like	•	Conjunct-	• Suddenly,
	Fanny my friend, and it was		ion	finally
	also valid for two persons. My			
	God!! We were thinking that	•	Adverbial	• Last
	may be the coupon just fell from the sky and it was there		time	Saturday,
	for us.			two days
Event 2	We were in hurried to the			later
	address of the tour agency that		_	
	issued the coupon. The tour	•	Structure	Simple past
	agency took care of everything.			tense
	We went home and still could			
Event 3	not believe what was going on.			
Event 3	Two days later we were on the			
L	Senggigi beach, lied in the	1		1

Reorienta- tion warmth sun. Moreover, we had low holiday, so we could "gift" happily. We als some presents for or and friends.	njoy the bought
--	-----------------

The text above is a recount one, consisting of three paragraphs. The text is taken from unit 3 of *English in Focus* textbook for grade VIII semester 1, with "Growing Up" topic. Based on the observation table, it states clearly that the generic structure which required by recount genre in term of orientation, events and reorientation are already covered by the text above. Furthermore, the linguistic features in term of specific participant, action verb, adjective, conjunction, adverbial time and the structure, which are used in the recount text above, are relevant to the genre of the text.

Table 3.4 Narrative Text

Generic Structure	Text	Linguistic Feature	
Orientation Complication	Once upon a time, there lived a kind young prince named Jonathan. He was loved, and adored by his people. His two close friends were Peter Piper, the servant of the palace and Franklin Greedy, the son of an Aristocrat. One day, the prince, Peter Piper, and Franklin Greedy were walking through the forest. Suddenly, a group of bandits attacked the three boys near an old house. They entered	Specific participant	Prince Jonathan, Prince's friend, Peter Piper, the Servant of the Palace, Franklin Greedy, the Son of Aristocrat

<u> </u>	411.1 1		1
	the old house and blockaded the	Adjective	Kind,
	gate and doors. The three boys		close,
	were trapped inside the house.		near, old,
	Franklin was very terrified and		terrified,
	asked the prince to surrender		afraid,
-	immediately, but Peter was not		scared,
	afraid. He urged and supported		angry,
	the prince not to give up. The		
	prince decide not to surrender		suspicious
	because he realized that he		44
	would become a hostage for the	Action verb	Walk,
	bandits to ask for ransom to his		attacked,
	father, but Franklin was scared		entered,
	and wanted to make a deal, it		trapped,
	made Peter suspicious about		surrender,
	Franklins' behavior. So he		give up,
	quietly made up a plan for him		opened,
	and the prince to escape.		
Resolution	Early at dawn, Franklin opened		came,
	the front gate and unlocked the		sneaked,
	doors. The bandits entered the		unlocked,
	house in search of the Prince.		took,
	When they came to the room		went
	where the Prince was supposed		
	to be sleeping, no one was	Conjunction	Suddenly,
	there. Suddenly they heard	•	when,
	horse running outside the house		where,
	and saw over the window that		where,
	Peter Piper and the Prince were		Willie
	riding away on one of the		
	bandits' horses.	Adverbial	Once
	It turns out, Peter Piper sneaked	time	upon a
	out of the house and waited in		time, one
	the yard, while the prince was		day
	hiding behind the house. The		
	bandits were very angry at	Structure	Simple
	Franklin and took him with	~ 11 00 1011 0	past tense
	them while the Prince and Peter		past telise
	went safely going back to the		
	Capital.		

The text above is a narrative one, consisting of five paragraphs. The text is taken from unit 4 of *English in Focus* textbook for grade VIII semester

2, with "A Friend in Need is a Friend Indeed" topic. Based on the observation table, it states clearly that the generic structure which required by narrative genre in term of orientation, complication and resolution are already covered by the text above. Furthermore, the linguistic features of the text in term of specific participant, adjective, action verb, conjunction, adverbial time and the structure are relevant to the narrative genre.

Table 3.5 Report Text

Generic	Text		Lingu	isti	c
Structure		Feature			
General	Rock music is part of	•	General	•	Music,
classification	popular music today. It is		noun		singer,
	played and listened in almost				disk
	every country in the world.				jockey
	Rock and roll was the name	ı	Specific	•	Alan
	given to the music that		participant		Freed,
	developed in early 1950's. It				Elvis
	is believed that the term rock				Presley,
	and roll was first used by a				Bill
5	disk jockey, Alan freed.				Haley,
Description	In 1995, records of young				the
	singer from Tennessee, Elvis				Comets
	Presley, were heard across	•	Adjective	•	Popular,
	the US. After he appeared on				young,
	nation-wide television, Elvis				big
	Presley's singing and his	•	Action verb	•	Play,
	performing style came to	l		ļ	listened,
	mean rock and roll all over				use, hear,
	the world. Then came Bill	1			sing,
	Haley and The Comets. Rock				come,
	mainly became the music of	ļ		1	earn
	the young. They understood	•	Conjunction	•	After,
	its beat and sound, and its				then
	lyrics.			<u>L</u>	

The 1970's were the time of		• Today, in
big developments in the rock	time	the early,
industry. Rock became a		annually
very big business, earned		·
more money annually than		
any other form of		
 entertainment including the		
film industry.		

The text above is a report one, consisting of three paragraphs. The text is taken from unit 2 of *English in Focus* textbook for grade IX semester 1, with "Let's Dance and Sing" topic. Based on the observation table, it states clearly that generic structure which required by report genre in term of general classification and description are already covered by the text above. Furthermore, the linguistic features in term of general noun, specific participant, action verb, adjective, conjunction, and adverbial time which are used in the report text above are relevant to the genre of the text.

B. Discussion

Actually, the teacher and the author have to keep a strong connection and collaboration to present a good material for teaching to support the progress of students in learning English process. The author of textbook and English teacher has to understand well certain competences that have to be mastered which are expressed as basic competence. Then, the English teacher has to find and select a textbook to achieve the basic competences through teaching learning activity.

Thus, the selection of textbook will contribute the success of transferring knowledge to the students. So, the teacher is expected to select and use a proper English textbook for their students.

English in Focus textbook is one of the most famous English textbooks for Junior High Schools which are published by Ganeca Exact. This textbook is used for many English teachers for several years. In English in Focus textbook, the materials are presented in detail on four language skill, namely listening, speaking, reading and writing. Definitely, at the end of the study, students are expected to master those four skills in order to be able to communicate well.

This subchapter aimed to answer two research questions as stated in chapter 1. They are whether reading materials in this textbook are relevant to the basic competences and whether the generic structures and linguistic features of the text are relevant to the genres of the reading materials.

Having conducted the basic competence on the reading materials in term of genres and activities, the researcher found that only unit 1, 2 and 3 for grade VII, unit 1, 2, 3 and 6 for grade VIII, and for grade IX no one, which truly relevant to the basic competence suggested by content standard.

The researcher notes some weakness of these textbooks in supporting all points of basic competence. The biggest weakness is that some units of these three textbooks are lack of presenting complete type of texts as required by content standard in term of basic competence. For example, for grade IX in semester 1 there are 3 units presented, unit 1, 2, and 3. And the basic competence

of reading materials suggests two types of text that should be covered by those units. And those two types of text are: short functional written text and a simple essay in the form of *procedure* and *report*.

Regarding the explanation above, basic competence recommends presenting short functional text and simple essay on each unit, but all of units only present simple essay without short functional text. It means that the second point of basic competence is missed in this semester. In other words, those three units do not completely cover what basic competence required. This also happen on unit 4 and 5 for grade IX, unit 5, 6, 7 and 8 for grade VIII, and unit 4 and 5 for grade VIII.

Next weakness is presenting additional materials in term of genre and activity which unnecessary. In the form of genre, this happens on unit 2 and 3 for grade VII. Basic competence suggest presenting only short functional text on each unit, but unit 2 and 3 present additional text which is unnecessary, those units present short functional text in the form of advertisement and simple essay in the form of descriptive genres which is not required. Meanwhile, in the form of activity, generally this happens on some units in those three textbooks. The author provides two same activities in one unit. For example, in practice 4 the author presents read the text carefully instruction. Actually, the similar instruction has been provided in practice 2. In this case, the author should provide another activity instead of repeating. This happens on unit 6 for grade VII, unit 3 and 5 for grade VII, and unit 2, 4 and 5 for grade IX.

Another weakness is lack of presenting complete activities as required by content standard in term of basic competence. This happens on unit 4 for grade VII only. In term of basic competence, there are two points in teaching reading skill for grade VII semester 1, they are: (1) Read aloud the meaningful words, phrases and sentences with acceptable utterance, stress and intonation in the context of daily life, and (2) Respond to the meaning of short functional written text, accurately, fluently and acceptable in the context of daily life

In this case, unit 4 already present appropriate short functional text in term of advertisement, but it only presents some activities which support the second point of basic competence such as match the words in column A with the explanation in column B, but no activities that support the first point of basic competence. However, in term of activities, except unit 4, all units of *English in Focus* textbook for grade VII, VIII and IX present several kinds of activities which can help the students comprehend the materials easily.

Furthermore, in term of generic structures and linguistic features of the text, as stated in the previous subchapter that for Junior High Schools there are five genres which recommended by content standard in term of basic competence. And based on the observations table, it stated clearly that generic structures and linguistic features of each text are relevant to the five genres. It means that generic structures and linguistic features which are required by those five genres already covered by the texts.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter aims at summarizing the analysis and giving the researcher's suggestion viewing the problem.

A. Conclusion

This study is supposed to describe two relevancies. The first relevance consists of genre and activities of reading materials with content standard in term of basic competence. Then, the second relevance consists of genres, generic structures and linguistic features of the text in term of parts of speech, such as; specific participant, general noun, action verb, adjective, conjunction, adverbial time, etc. Having analyzed the data, the researcher found the following conclusions:

1. English in Focus textbook is provided for Junior High School students, grade VII, VIII and IX. For grade VII the materials are presented in 8 units, covering four language skills, namely listening, speaking, reading and writing. Among those 8 units, only unit 1, 2 and 3 already relevant to the content standard in term of basic competence. The remaining units do not present complete and appropriate reading materials in term of genre and activities as required by content standard in term of basic competence.

Furthermore, for grade VIII the materials are presented in 6 units, covering four language skills, namely listening, speaking, reading and writing as well. Among those 6 units, only unit 1, 2, 3 and 6 already relevant to the content standard in term of basic competence. The remaining units do not present complete and appropriate reading materials in term of genre as required by content standard in term of basic competence.

Meanwhile, for grade IX the materials are presented in 5 units, and also covering four language skills, namely listening, speaking, reading and writing. Among those 5 units, no one which is already relevant to the content standard in term of basic competence. Those 5 units are lack of presenting complete type of texts as required by content standard in term of basic competence.

2. As required by content standard in term of basic competence, the textbook present 5 genres including procedure, descriptive, recount, narrative and report. Those genres are presented for all grades of Junior High School level, grade VII present descriptive and procedure text, grade VIII present descriptive, narrative and recount text, and grade IX present procedure, report and narrative text. Then, in term of generic structures and linguistic features, based on the data which is investigated in the observation table, each text relevant to the five genres.

Considering the explanation above, it can be concluded that most of reading materials in English *in Focus* textbook is relevant to the content standard in term of basic competence and can still be used for grade VII, VIII and IX, but

the teachers have to be creative to combine it with other materials to achieve what is suggested by content standard in term of basic competence, which is not completely covered by this textbook in the form of short functional text.

B. Suggestion

Regarding the conclusion that *English in Focus* textbook still present incomplete reading materials on some units as recommended by content standard in term of basic competence, the researcher suggests the following points:

- The textbook writers are expected to be very careful in selecting and making
 the materials particularly reading skill as focus of this study, they have to
 provide complete and appropriate materials based on what content standard in
 term of basic competence require.
- The English teacher should use another book to complete the point of basic competence missing in *English in Focus* textbook considering that there are some units present incomplete materials as suggested by content standard in term of basic competence.

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