

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.

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.

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

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 VII 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

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 VII, 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.

