



**READING EXERCISES OF TEXT TYPES IN THE “*ENGLISH  
FOR A BETTER LIFE*” TEXTBOOK VIEWED FROM KTSP  
REQUIREMENTS**

**The Case of the English Textbook Published by *Pakar Raya* for  
Grade XI**

A final project  
submitted in partial fulfillment of the requirements  
for the degree of *Sarjana Pendidikan*  
in English

by  
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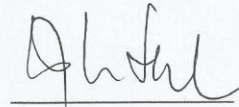
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**READING EXERCISES OF TEXT TYPES IN THE "ENGLISH FOR A BETTER LIFE" TEXTBOOK VIEWED FROM KTSP REQUIREMENTS**

**(The Case of the English Textbook Published by *Pakar Raya* for Grade XI)**

Saya tulis dalam rangka memenuhi salah satu syarat guna memperoleh gelar sarjana ini benar-benar merupakan karya Saya sendiri yang Saya hasilkan melalui penelitian, pembimbingan, diskusi, pemaparan atau ujian. Semua kutipan baik yang langsung maupun tidak langsung, baik yang diperoleh dari sumber kepustakaan, wahana elektronik, wawancara langsung maupun sumber yang lainnya telah disertai keterangan mengenai identitas sumbernya dengan cara sebagaimana yang lazim dalam penulisan karya ilmiah. Jika kemudian hari ditemukan pelanggaran terhadap konvensi tata tulis ilmiah yang berlaku, Saya bersedia menerima konsekuensinya.

Demikian, harap pernyataan ini digunakan seperlunya.

Semarang, 2014  
Yang membuat pernyataan



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## **MOTTO AND DEDICATION**

*“Our grand business is not to see what lies dimly at distance, but to  
do what lies clearly at hand”*

*-Bruce Lee -*

*To:*

*Bapak Subaedi and (Almh) Ibu Sri Utami,*

*my great parents*

*My sister, Fina.*

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## ABSTRACT

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**Key words:** reading exercises, English textbook, 2006 curriculum

Realizing the importance of choosing a textbook, it is better for the teachers to examine the textbook before they use in the classroom. The materials inside should be relevant with the curriculum applied. Thus, this final project is carried out to analyze the reading exercises of text types in English textbook entitled “English for a Better Life” for the eleventh graders published by *Pakar Raya* viewed from KTSP requirements. The aim of this study is to describe the reading exercises of text types realized in the “English for a Better Life” textbook and to find out the compatibility of the reading exercises of text types in “English for a Better Life” textbook with the KTSP requirements. In order to achieve the objectives, the writer used qualitative research in conducting this study. First, the writer selected the data of reading exercises of text type and short functional text in the textbook. Second, the writer compared the data with the KTSP requirements. Lastly, from the data findings, the writer gave the interpretation to the results. According to the results of the study, there are 47 exercises in the *English for a Better Life*. The 27 reading exercises (57.45%) are in line with the 2006 curriculum, and the other 20 reading exercises are not (42.55%). The reading exercises of text types in this English textbook entitled “English for a Better Life” are less compatible viewed from KTSP requirements since too many reading skills which are not demanded by KTSP such as poem, letter, anecdote, descriptive, brochures, advertisement, and curriculum vitae. Therefore, it is suggested for the teachers to adjust the textbook as a guidance which is more compatible with the curriculum applied.

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# **CHAPTER I**

## **INTRODUCTION**

In the first chapter, the writer is going to present the introduction of this study. It consists of the Background of the Study, the Reasons for Choosing the Topic, the Statements of the Problem, the Objectives of the Study, the Significances of the Study, the Limitation of the Study, and the Outline of the Study.

### **1.1 Background of the Study**

In Indonesian education system, English is an important subject and it is introduced in junior, senior and vocational high schools. For several years English has been included into national examination for junior, senior, and vocational schools. Even English is given in elementary school level. Recently, English has been introduced to elementary school students starting from grade IV till grade VI such as in SD N 1 Kayen and SD N 4 Kayen, Pati. English given in Elementary school brings some advantages. Cameron (2001:33) states children who have an early start develop and maintain advantages in some areas of language skills. Listening comprehension benefits most, with overall better outcomes for an early start; pronunciation also benefits in longer term but this is restricted to learning language in naturalistic context.

There are many factors that affect the teaching and learning processes. A good teacher, good environment, the facilities and media to support teaching learning process and also the use of textbook are some important factors. For this occasion, the writer focuses on last part mentioned, that is the use of textbook.

Good quality of textbook influences the quality of teaching learning process itself. At the present time, there are many English textbook published to support English teaching learning process. Because of that, the teacher must be selective in choosing and using the appropriate textbook for the learners. As stated by Olorundare (1998:3) that textbook helps teachers to effectively deliver a more comprehensive curriculum in situations like ours where there is an acute shortage of teachers. From that quotation, we can conclude that the best textbook is a textbook which compatible with curriculum applied.

Curriculum is the guidance for the teacher. As Lier (1996:6) stated that curriculum is to guide the process of teaching and learning. Curriculum could help the teachers to choose the best textbook since the curriculum elaborates the material that given for every level of education. From the citation above, the writer assumes that the curriculum is the basic for teaching learning process. In Indonesia the government had applied the curriculum of KTSP 2006. This curriculum is the revision from previous curriculum (2004). KTSP 2006 develops the students' ability to understand and create spoken and written discourses which are put into four basic skills; those are listening, speaking, reading, and writing skill. In 2013, the government has decided new curriculum however it is applied step by step. The KTSP curriculum is the most curricula applied in Indonesia.

Reading skill, as the writer stated before, is included into four basic skills demanded by the KTSP 2006. Reading is very important in teaching learning process. It develops the basic comprehension skill so that the readers or the students are able to comprehend and understand the text or the material given.

Meanwhile reading exercises contained in the textbook could lead the students to the goal of the curriculum. Reading as a habit generally also can increase the reader's general knowledge.

As the experience of the writer in becoming teacher trainee (PPL), the writer found some of English textbook which the content is less compatible with the KTSP. Therefore the writer will analyze one of English textbook used in some schools in Semarang. In this study, the writer would analyze a textbook entitled "English for a Better Life" published by *Pakar Raya* viewed from KTSP requirements. The textbook contains four basic skills of English. However the writer focuses on analyzing reading exercises of text types only compared with the requirements of school based curriculum 2006.

Talking about this study, there were some previous studies which are similar with the writer's. The first study was "Speaking Material in *English on Sky* published by Erlangga for the First Grade of Junior High School by Using Curriculum Mapping". It was conducted by Setiawan (2009). This study was analyzing speaking material only in *English on Sky* compared with School-Based Curriculum. What make it is different is the writer analyzes reading exercises from different textbook. Another research was written by Hasifah in 2012 which entitled "The Compatibility of Writing Exercises in *Lets Talk 1* with the School-Based Curriculum.

## **1.2 Reasons for Choosing the Topic**

The reasons for the selection of the topic are:

- 1) It is important for the English teacher to analyze the books that they will use in teaching learning activities.
- 2) By analyzing the textbook, the teacher could choose which textbook that will be used in the classroom.
- 3) The writer wants to observe the reading exercises of text types in the textbook entitled “English for a Better Life” viewed from KTSP Curriculum 2006 requirements.

### **1.3 Statements of the Problem**

The problem of this study can be formulated as follow:

- 1) How are the reading exercises of text types realized in the “English for a Better Life” textbook?
- 2) How are the reading exercises of text types in the “English for a Better Life” textbook compatible with KTSP requirements?

### **1.4 Objectives of the Study**

The objectives of this study are:

- 1) To describe the reading exercises of text types realized in the “English for a Better Life” textbook for grade XI published by *Pakar Raya*.
- 2) To find out the compatibility of the reading exercises of text types in the “English for a Better Life” textbook viewed from KTSP requirements.



## **1.5 Significances of the Study**

The result of this study hopefully will bring some advantages related to theoretical, pedagogical and practical significance.

### **1. Theoretical Contribution**

Theoretically this study can be used as the reference for those who want to evaluate “English for a Better Life” textbook or other English textbooks. From the result of this study also hopefully it can be a reference to the publisher in publishing other English textbooks.

### **2. Practical Contribution**

The writer hopes that the students are able to analyze and choose the English textbook that will be used in their English learning.

### **3. Pedagogical Contribution**

By this result of the study, the teacher will know the appropriate textbook used in teaching learning process. Furthermore, the teacher knows how to evaluate a textbook so the teacher is able to choose the best textbook for the classroom.

## **1.6 Limitation of the Study**

The writer takes English textbook entitled “English for a Better Life for grade XI” published by *Pakar Raya*. This book is used in some of schools in Semarang, one of them is in SMA N 15 Semarang. The writer limits the study only on reading exercises of text types viewed from school-based curriculum 2006 requirements.

## 1.7 Definition of the Key Terms

In order to make this study easier to be understood by the readers, the writer will draw the general definition of some key terms related to this study. Those key terms are:

- 1) According to Grabe and Stoller (2002:9) reading is the ability to draw meaning from the printed page and interpret this information approximately. Dealing with the exercises, reading exercises are aimed to teach receptive skills required for detailed reading comprehension (Kozak, 2011:7).
- 2) Textbook is a book that teaches a particular subject and that is used especially in school or college (Hornby, 2005:1530). This study focuses on “English for a Better Life” textbook published by *Pakaraya* for grade XI Senior High School.
- 3) Curriculum is means and materials with which students will interact for the purpose of achieving identified educational outcomes (Ebert, taken from <http://www.education.com/reference/article/curriculum-definition/> accessed on December 12<sup>th</sup>, 2014). In Indonesia the use of curriculum still make a controversy. However the Ministry of Education has decided to use the 2006 curriculum (KTSP). KTSP is operational curriculum that is arranged by and held in every level of education (BSNP, 2006).

## **1.8 Outline of the Study**

This final project consists of five chapters. Chapter I presents introduction which includes background of the study, reasons for choosing the topic, statements of the problem, objectives of the study, significances of the study, limitation of the study, and outline of the study.

Chapter II discusses review of previous studies, review of related literature which consists of general concept of reading, types of reading, definitions of reading exercises, general concept of textbook, English Textbook entitled “English for a Better Life” for grade XI, general concept of curriculum, and general concept of School-Based Curriculum (KTSP) 2006.

Chapter III deals with the method of investigation. This chapter consists of research design, roles of the researcher, source of the data, type of the data, research instruments, procedure of collecting the data, and procedure of analyzing the data.

Chapter IV covers the result of the analysis and discussion, which consists of the general findings of the data analysis of reading exercises of text types in English Textbook entitled “English for a Better Life” for grade XI published by *Pakar Raya* viewed from with the KTSP 2006 requirements.

Chapter V, which is the last chapter, states the conclusions and suggestions based on the discussion of the research findings.

## **CHAPTER II**

### **REVIEW OF RELATED LITERATURE**

Chapter II is the review of related literature. This chapter is divided into three parts. First is the review of previous studies; it describes previous studies related to the writer's topic that had been conducted in the past. The next part is the theoretical review. They are the existing theories by some experts related to the topic discussed by the writer. The last is theoretical framework.

#### **2.1 Review of the Previous Studies**

The following are some final projects written by the students of Semarang State University previously that related to the writer's topic. The writer respects and uses them as references.

The first previous study is entitled "Speaking Material in *English on Sky* published by *Erlangga* for the first grade of junior high school by using Curriculum Mapping". This study was conducted by Setiawan (2009).

In this study, Setiawan wanted to analyze the representativeness of speaking materials of KTSP for the first grade of Junior High School in the Erlangga book. One of the strengths of this study was whether the title was speaking materials mapping, the writer of this study also included the speaking exercises and expressions mapping. In the other hand Setiawan didn't give the details of the analysis in his Chapter IV. He just gave the brief explanation of the analysis in the table of comparison.

Although this study has some strengths and weaknesses, the writer supposes that this sort of study is really useful. The readers, especially the teachers are able to consider the use of this book for their teaching learning. In the study entitled “*Speaking Material in English on Sky published by Erlangga for the first grade of junior high school by using Curriculum Mapping*”, the writer found that there are 5 points of speaking materials which are not compatible with the KTSP. It makes this textbook less compatible with the curriculum. However the writer does not think that the textbook is inappropriate for teaching and learning process. The teacher may add or modify some those materials in order to make the compatible material if they use this textbook.

Entirely, the problems that had been discussed in this study were what speaking materials displayed in the textbook *English on Sky* for the First Grade of Junior High School and whether the speaking materials of the textbook are compatible or not with the latest curriculum, which is KTSP). A descriptive qualitative approach was used in this study. Data were collected from the textbook *English on Sky* for the First Grade of Junior High School Published by Erlangga. After getting the data, the writer of this study analyzed the data by mapping the speaking materials of the textbook and KTSP, comparing the two of them, and the last, evaluating the gap between them to find out whether the speaking materials from the textbook are compatible or not with KTSP. There are 5 speaking materials required in ‘KTSP’ which are not found in the textbook. They are “asking and giving fact, asking and giving services, expressing politeness, asking for clarification and responding interpersonally”.

Related to the writer's study, the study entitled "Speaking Material in *English on Sky* published by *Erlangga* for the first grade of junior high school by using Curriculum Mapping" has given some information to the writer in conducting the study of textbook analyzing. This study has a similarity with the writer's. Both are analyzing textbook based on the School-Based Curriculum criteria.

*"The Compatibility of Writing Exercises in "Let's Talk 1" with the School-Based Curriculum 2006"* is the second previous study of textbook analysis conducted by Hasifah (2012). She wanted to analyze the writing exercises in English textbook *Let's Talk 1* (a textbook for Junior High School Grade VII), and then compared with the writing skill demanded by School Based Curriculum.

The writer of this study analyzed the writing exercises in the English textbook based on three criteria; those are the clarity of direction, existence of model, and guided or free writing. Another point of this study is about the elaboration of the detail analysis. The elaboration is comprehensive and the result of the study is presented in percentage.

After reading this study, the writer assumes that this study has a deep analysis. Based on the result of this study, compatibility of the writing exercises in the English textbook is 91.15%. It can be concluded that the English textbook entitled "Let's Talk 1" is less compatible. It needs consideration for those who want to use this textbook in teaching learning process because there are more than 8% of the writing exercises in the textbook are not appropriate with the School Based Curriculum.

Hasifah conducted the study “The Compatibility of Writing Exercises in “Let’s Talk 1” with the School-Based Curriculum 2006” by using descriptive approach and documentation method. She took three steps in analyzing her data. First, she copied the English textbook, then she chose the writing exercises and last she categorized them in the table. The result of the analysis showed that four writing skills demanded by the School-Based Curriculum are included in the text book. There are 91.15% of writing exercises which are compatible with the School-Based Curriculum. 98.06% of them have clear directions, 49.51% of them have models, and 86.41% of them are guided writing.

This study is very close to the writer’s study. If this study was analyzing the writing exercises in English textbook “Let’s Talk 1”, the writer wants to analyze the reading exercises of text type and short functional text in English textbook entitled “English for a Better Life”. All information the writer gets from this study is very useful and then it is stated properly. The writer also thanks to Hasifah.

The last previous study was conducted by Khamdiyah (2008). She conducted the research that similar with the writer’s entitled *The Compatibility of the Vocabulary Materials Used in English Textbook Entitled “English on Sky” For SLTP Year 1 Published by Erlangga Comparing with KTSP Curriculum of 2006*. The objectives of this research were to determine the compatibility of the vocabulary usage in the textbook with the vocabulary suggested by the curriculum and also to find out how the thematic words used in the textbook based on the curriculum.

The research conducted by Khamdiyah was qualitative research. However the result was calculated and presented in the form of number and percentage. In the research entitled *The Compatibility of the Vocabulary Materials Used in English Textbook Entitled "English on Sky" For SLTP Year 1 Published by Erlangga Comparing with KTSP Curriculum of 2006*, the writer also stated the result of the study in some criteria of compatibility based on Bunker's theory. Thus the readers could easily interpret the result of the research.

As the writer of this study, I suppose that Khamdiyah's research is the complex research. Khamdiyah analyzed all vocabularies in the textbook she used compared with the KTSP requirements. She also categorized the vocabulary in the table of thematic words. It made Khamdiyah easy in analyzing all vocabularies in the textbook.

Generally the population and sample of the data are all vocabularies stated in the textbook. The first data were collected by copying all content words from the vocabulary list of the curriculum. To collect the second data, the steps that were used are reading, identifying, and documenting from the textbook. Both data were analyzed by using the procedure of tabling, comparing, and documenting. The results of the analysis showed three facts. Firstly, the compatibility level in terms of number was actually moderate there were respectively 672 thematic-content words displayed by the curriculum and 748 thematic-content words displayed by the textbook. Secondly, the compatibility in terms of type was also moderate there were 80.23% or 536 out of 672 thematic words from the textbook matching with the 748 content words from the curriculum. The last, concerning



with the frequency of occurrence there were only 93 out of 536 compatible-thematic words, belonging to the high frequency. It means that only 17.35% of those words were highly thematic.

The study entitled *The Compatibility of the Vocabulary Materials Used in English Textbook Entitled “English on Sky” For SLTP Year 1 Published by Erlangga Comparing with KTSP Curriculum of 2006* is related to the writer’s study. Both are analyzing the content of the textbook viewed from KTSP requirements. If Khamdiyah analyzed the vocabulary in the textbook *English on Sky* for SLTP grade 1, the writer wants to analyze the reading materials in the *English for a Better Life* textbook. Nevertheless all information from Khamdiyah’s research will be acknowledged in the text.

## **2.2 Theoretical Review**

This second part presents brief explanations about general description of reading, textbook, curriculum, and curriculum 2006 (KTSP).

### **2.2.1 General Concept of Reading**

To understand this study, the writer will begin by defining what reading is. Reading is one of four English basic skills. There are some definitions of reading presented by some experts. According to Cline and King (2006:2) reading is about decoding and understanding written text. Decoding requires translating the symbols of writing systems into the spoken words they represent. Understanding is determined by the purposes for reading, the context, the nature of the text, and the readers’ knowledge.

The components of reading are the text in the printed form and the messages, the meaning of the text itself. As stated by Urquhart and Weir (1998:14), reading will mean dealing with language messages in written or printed form. From that definition, it can be derived that the text is as the symbol of reading and the message is the meaning of the text. Therefore, as the reader must have the purpose of reading to get the meaning of the text.

Grabe and Stoller in their book entitled *Teaching and Researching Reading* (2002:9) defined reading as the ability to draw meaning from printed page and interpret this information appropriately. He admitted that the definition about reading is still simple; it needs elaboration to understand the true nature of reading.

Meanwhile Kozak (2011:7) elaborated the reading as follow:

- 1) A skill which enables us to get a message;
- 2) Recognizing the written words (written symbols);
- 3) Getting (understanding) the meaning;
- 4) Used to teach pronunciation;
- 5) Grasping information from texts.

From the explanation above we can conclude that reading is given in teaching learning process. Reading also can be instrument to assess pronunciation in teaching learning process as you can see in point 4. In addition, she also stated that reading is complex activity that involves both perception and thought. Reading consists of two related process: word recognition and comprehension. Word recognition refers to the process of perceiving how written symbols correspond to one's spoken language. Comprehension is the process of making sense of words, sentences, and connected text. Readers typically make use of

background knowledge, vocabulary, grammatical knowledge, experience with text and other strategies to help them understand written text.

Mikulecky (2008:1) stated that reading is a conscious and unconscious thinking process. The reader applies many strategies to reconstruct the meaning that the author is assumed to have intended. The reader does this by comparing information in the text to his or her background knowledge and prior experience. As the reader notices particular ideas or facts in a text, the reader matches the information with background knowledge and is able to get the meaning. Thus, the reader must have the background of knowledge.

Healy (2002:3) stated “reading comprehension is the understanding of the written word, the understanding of the content that is being read, and the construction of meanings of the text.”

All of general concepts and definitions above are the way to comprehend this study related to the definition and explanation of reading by the experts. It helps much the writer to understand the basic of general concept of reading.

From the definition above, the writer can conclude that reading is an activity of getting meaning of the text in the printed form, and to get the meaning we must have the background of knowledge.

#### 2.2.1.1 The Purposes of Reading

Going to the next explanation, it will elaborate the purposes of reading. Reading has several purposes and here are some of reading purposes based on some ideas of the experts. First elaboration, according to Hall (1983:164) reading has four purposes.

	Fast	Emotional
Mental	<b>Information</b> <b>Skim</b>	<b>Ideas</b> <b>Reflect</b>
Emotional	<b>Escape</b> <b>Scan</b>	<b>Engage</b> <b>Experience</b>

Figure 2.1: Purposes of Reading According to Hall

1) Reading for information

“...reading to learn about a trade or politics or how to accomplish something...”  
 Courses in speed reading can help us read for this purpose, training the eye to jump quickly across the page. Quick eye-reading is a necessity to anyone who wants to keep up with what's happening, or learn much of what has happened in the past.

2) Reading for ideas

“With a philosopher one reads slowly, as if it was literature, but much time must be spent with the eyes turned away from the pages, reflecting on the text. . . .”  
 Intellectual writing requires intellectual reading, which is slow because it is reflective and because the reader must pause and review to evaluate concepts.

3) Reading to escape

“This reading is the automated daydream, the mild trip of the housewife and the tired businessman, interested not in experience and feeling but in turning off the possibilities of experience and feeling...” The reader is in control: once the characters reach into the reader's feelings, he is able to stop reading, or glance away, or superimpose his own daydreams.

#### 4) Reading to engage

“This kind of reading goes through the ear (though the eye takes in the print, and decodes it into sound) to the throat and the understanding, and it can never be quick. It is slow and sensual, a deep pleasure that begins with touch and ends with the sort of comprehension that we associate with dream.”

Little bit different statement comes from Kozak (2011:7), he stated that there are three major purposes of reading and the corresponding types of activities to develop the corresponding reading skills. Those are:

- 1) Skimming reading is reading to confirm expectations; reading for communicative tasks. It is the most rudimentary type of reading. Its object is to familiarize you as quickly as possible with the material to be read.
- 2) General reading or scanning is reading to extract specific information; reading for general understanding. Scanning is a skill that requires that you read quickly while looking for specific information. To scan a reading text, you should start at the top of the page and then move your eyes quickly toward the bottom. Generally, scanning is a technique that is helpful when you are looking for the answer to a known question.
- 3) Close reading or searching reading is reading for complete understanding; reading for detailed comprehension (information; function and discourse).  
Close reading is the most important skill you need for any form of literary studies. It means paying especially close attention to what is printed on the page. Close reading means not only reading and understanding the meanings of the individual printed words, but also involves making

yourself sensitive to all the nuances and connotations of language as it is used by skilled writers.

#### 2.2.1.2 Types of Reading

Further explanation will elaborate some types of reading. Brown (2004:189) on his book entitled *Language Assessment: Principles and Classroom Practices* stated that there are four types of reading, those are:

- 1) Perceptive, this type of reading is elementary level of reading. The tasks include the components such as letters, words, punctuation, and graphic symbols. The tasks designed for this level are such as reading aloud, multiple choice and picture-cued word.
- 2) Selective, the function of this type of reading is to ascertain recognition of lexical, grammatical, or discourse features of language. The tasks used are for instance picture-cued tasks, matching, and multiple choices.
- 3) Interactive, it stretches of language of several paragraphs to one page or more in which the reader must interact with the text. Typical genres for interactive reading are anecdotes, short narratives and descriptions, excerpts from longer texts, questioners, memos, announcements, directions, recipes, etc.
- 4) Extensive, this category applies to text more than a page, including professional articles, essays, technical reports, short stories and reports. The purpose of extensive task commonly is to tap into a learner's global understanding of a text, as opposed to asking test-takers to pay more attention on small details.

### 2.2.1.3 Reading Exercises

In teaching learning process, exercise is very important. Exercises aimed to teach receptive skills required for detailed reading comprehension can be divided into several groups depending on the purpose you want to achieve (Kozak, 2011:7). He pointed that exercise is close with the learning purpose which want to be achieved. He also argued that there are three groups in reading exercises, those are pre-reading, while-reading, and post-reading exercises.

#### 1) Pre-reading exercises

While doing pre-reading exercises the students should see all the tasks before reading the text. The following questions may be used.

- a. Can you guess what the text is about judging by the title?
- b. What do you think the following names, figures or dates (if there are any) have to do with the story?

Note: the teacher can arrange what the students say in a column on the blackboard and then give the task to look through the text quickly to prove if their guesses were true or false.

- c. What do you know or what have you heard about the subject you are going to read about

#### 2) While-reading Exercises

The next group of exercises aims to teach the students to extract specific information. These are while-reading exercises.

- a. The students should scan the text to extract the information which the tasks demand. They do not have to pay attention to the parts of the text they do not understand.
- b. Previewing for the topic. Ask the students to read the first sentence of each paragraph and the last sentence of the passage and guess what the text is about, or what the general idea is.
- c. The teacher offers some statements and the students are to find out if they are false or true.
- d. The students may be given some questions to answer.

### 3) Post-reading Exercises

These exercises are more concerned with summing up the content of the text, investigation into the writer's opinion and may entail some kind of follow-up-task related to the text. Here you can use the following tasks:

- a. Find the most important sentence in each paragraph.
- b. Match each sentence of the jumbled summary with the correct paragraph.
- c. Use your imagination and write your end of the story.
- d. Express your attitude to the story, etc.
- e. What is your attitude to the story? Write a letter to the editor.
- f. Organize a press conference.

#### 2.2.1.4 Text Types

Discussing about reading, it is very close to the text. Anderson & Anderson (1997:1) said that when words are put together and to communicate a meaning, it



creates a text. When we write to communicate a message, we are constructing a text. From the quotation, we can derive that text is a group of words so it has a meaning.

Still according to Anderson & Anderson, there are two main categories of texts; those are literacy and factual text. In their book, it is stated that literary texts include movie script, song lyric, fairy tales, and novels. It is constructed to appeal our emotions and imagination. There are three main text types of literary text: narrative, poetic, and dramatic.

In the other hand, factual texts present information or ideas and aim to show tell or persuade the readers. Factual texts include advertisements, announcements, recipes, reports, and debates. The main text types of factual text are recount, explanation, discussion, report, exposition and procedure.

Short functional text is a simple text functional text is used for everyday information. It is called functional because it helps you in your day-to-day life (Nehl taken from [http://jnehl.tie.wikispaces.net/file/view/CCSS\\_literacy.pdf](http://jnehl.tie.wikispaces.net/file/view/CCSS_literacy.pdf) accessed 04/03/13). For the example if we want to invite someone, we have invitation and etc. Short functional texts have various examples such as letter, banner, poster, invitation, memo, pamphlet, and advertisement. However, there are only three kinds of short functional text given to Senior High School students for grade eleven based on 2006 curriculum; those are banner, poster, and pamphlet.

### **2.2.2 General Concept of Textbook**

The use of textbook in teaching learning process is very important. It is a teaching tool that can determine not only what will be taught but also how it will be taught. There are many concepts that proposed by some experts. First, the definition comes from Hornby (2005:1530), he stated that textbook is a book that teaches a particular subject and that is used especially in school and colleges. From that statement, textbook is commonly used in school or colleges formally. So it needs the active participation from the teacher as the main actor of education to select the best and the most appropriate textbook for the classroom.

According to Seguin (1989:18) textbook has three main roles, those are:

1. An information role

The textbook offers information and knowledge, but often within a certain ideological perspective: the relative importance of science and technology; a conception of history; established linguistic norms. The way it is conceived can determine what information is contained in a textbook and make it seem unsuitable in certain historical situations or for certain socio-economic or cultural objectives defined by development policy.

2. A role of structuring and organizing learning

The textbook suggests a progression in the learning process organized in successive blocks of teaching units.

3. A role of guiding learning

To guide the students in his perception and comprehension of the global world, in putting together knowledge acquired from sources other than the curriculum.

Textbook has some characteristics based on the era. Ahmed (2010:6) divided the characteristics of textbook into two types. First is traditional or old textbook that contain text and questions exercises. Second is modern textbook that contains unit objectives, text, illustrations figure, question exercises activities, instructions for teacher, and chapter summary.

A good textbook is very important because it serves as guide to the syllabus, particularly suggesting what should be taught. Textbook also provide exercises, activities and suggestions for further reading, which encourages the teacher to supplement material from other sources.

#### 2.2.2.1 The Advantages and Disadvantages of a Textbook

Ahmed (2010:8) further explained some benefits in using textbook in classroom. A good textbook can be a supplement to the instruction received in the classroom; students can look up specific information and catch up when they missed school. Textbook helps the teacher to individualize instruction in the sense that the teacher may permit each student to read it. The exercises at the end of a lesson in the textbook help to give the students practice and also help them to retain information and apply it to different situations. The same exercises help the teacher in giving homework, assignments and for revision purposes.

Cunningsworth (1995:47) stated that there are some advantages and disadvantages related the use of textbook in teaching and learning process.

Among the principal advantages are:

- 1) Textbook provides syllabus and structure for a certain program
- 2) They help to standardize instruction
- 3) They maintain quality

- 4) They provide a variety of learning resources
- 5) They are efficient
- 6) They can train teachers
- 7) They can provide effective language models and input
- 8) They are visually appealing.

Furthermore, Cunningsworth also argued some disadvantages of the use of textbooks. Those are:

- 1) Textbook may contain inauthentic language
- 2) They may distort content
- 3) They may not reflect students' needs
- 4) They can deskill the teachers
- 5) They are expensive.

Both benefits and the weaknesses of the use of textbooks need to be considered. We cannot avoid one of them. The teacher as the actor of teaching learning process must be selective in using textbook which is appropriate to the classroom.

#### 2.2.2.2 English Textbook “English for a Better Life”

In this study the writer chooses an English textbook entitled “English for a Better Life” for grade XI senior high school published by *Pakar Raya*. This textbook is written by M. Purwati and Marta Yuliani. The reason why the writer chooses this textbook is because this textbook is used by some schools in Semarang, for example is in SMA N 15 Semarang. In this study the writer focuses on the reading exercises of text types and short functional texts because reading is one of skill that interests most students' attention in learning English.

“English for a Better Life” Textbook consists of seven chapters; those are Our World (1), Please Save My Possession (2), Good Harvest (3), Guess What Happened! (4), Ways of Communicating (5), The way I Feel (6), and Getting

Along with Foreigners (7). In each chapter, this textbook is divided by two cycles. Part A is spoken cycle and part B is written cycle.

### **2.2.3 General Concept of Curriculum**

In education field, the term “curriculum” is often heard for the education agents. By using curriculum, the teacher is able to know what must be taught in the classroom. Marsh & Willis (2003:23) stated some definitions of curriculum as follow.

- 1) Curriculum is all planned learning for which the school is responsible.
- 2) Curriculum is those subjects that are most useful for living in contemporary society.
- 3) Curriculum is all the experiences learners have under the guidance of the school.
- 4) Curriculum is all the experiences that learners have in the course of living.

Going back further Gagne (1967:23) stated “Curriculum is a sequence of content units arranged in such a way that the learning of each unit may be accomplished as a single act, provided the capabilities described by specified prior units (in the sequence) have already been mastered by the learner”.

Popham and Baker (1970:48) argued that curriculum is all planned learning outcomes for which the school is responsible. Curriculum refers to the desired consequences of instruction. They implied that the organization of curriculum itself is arranged by every level of education. The schools freely develop the learning process in order to achieve the learning goals.

Other definition comes from Indonesia curriculum, Mulyasa (2010:46)

mentioned that curriculum is a set of plans and arrangements regarding the purposes, basic competences, standard materials, and learning outcomes, and the means used to guide the implementation of learning activities to achieve the basic competences and educational objectives.

From all the definition above we can conclude that curriculum is very important in education life. It is basic for teaching learning process. It contains all of planned learning, learning material, set of decisions, what is taught and how it is taught. Curriculum can be the reference for the teacher in the teaching learning process.

#### ***2.2.4 General Concept of KTSP***

Most of schools in Indonesia apply School-based Curriculum 2006. Even now the government has launched the newest curriculum 2013 however the application is still controversy. School-based Curriculum 2006 is also known as KTSP (Kurikulum Tingkat Satuan Pendidikan).

According to Badan Standar Nasional Pendidikan (BSNP), KTSP is the operational curriculum that is arranged by and held in every level of education. KTSP consists of the purpose of every level of education, structure and the content of curriculum in every level of education, education calendar, and syllabus. Curriculum is different from syllabus. Most people think that curriculum is in the form of syllabus. Syllabus is just a part of curriculum. While syllabus is a lesson plan in every or a group of subject which include competence standard,

basic competence, learning material, learning activity, indicator for assessment, assessment, time allocation, and learning source.

KTSP is developed based on some principals, those are:

- 1) Based on the potency, development, need, and student's interest and environment
- 2) Various and integrated
- 3) Respond to the development of knowledge, technology and art
- 4) Relevant to the need of life.
- 5) Comprehensive and continue
- 6) All time learning
- 7) Balance between national and region interest.

Generally KTSP has three main goals. Those are:

1. Improving education quality through the independence and school's initiative in developing curriculum, managing and empowering all resources.
2. Improving school society's care in curriculum development through concurrent decision.
3. Improving a good competition among every level of education regarding education quality that will be achieved.

#### 2.2.4.1 Reading Skills Demanded by KTSP for Senior High School Grade Eleven

In School Based Curriculum (KTSP), the English subject material is elaborated in competence standard (*standar kompetensi*) which consists of several basic competences (*kompetensi dasar*).

According to *Permendiknas no. 22 tahun 2006*, competence standard is the minimum qualification including attitude, knowledge, and skills that must be achieved by the learners each semester. Meanwhile basic competence is the abilities that have to be mastered by the learners in certain subject as the references in constructing learning indicator. Here is the reading for grade eleven based on KTSP elaborated in competence and basic competence.

Reading in School Based Curriculum demands the students of grade eleven to master some basic competences, as stated as follows:

- 1) Students are able to respond short functional text (e.g. banner, poster, pamphlet, etc.) in formal or informal written text accurately, smoothly, and acceptable in daily life context and to access knowledge.
- 2) Students are able to respond meanings and rhetorical steps in written essays accurately, smoothly, and acceptable in daily life context and to access knowledge in the form of report, narrative, and analytical exposition text.
- 3) Students are able to respond meanings and rhetorical steps in written essays accurately, smoothly, and acceptable in daily life context and to access knowledge in the form of narrative, spoof, and hortatory exposition text.



Table 2.1: Reading skills in KTSP for Senior High School Grade Eleven

<i>Standar Kompetensi</i>	<i>Kompetensi Dasar</i>
<p><b>Membaca</b></p> <p>5. Memahami makna teks fungsional pendek dan esei berbentuk report, narrative dan analytical exposition dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan</p> <p>10. Memahami makna teks fungsional pendek dan esei berbentuk narrative, spoof dan hortatory exposition dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan</p>	<p>5.1 Merespon makna dalam teks fungsional pendek (misalnya banner, poster, pamphlet, dll.) resmi dan tak resmi yang menggunakan ragam bahasa tulis secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari</p> <p>5.2 Merespon makna dan langkah retorika dalam esei yang menggunakan ragam bahasa tulis secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan dalam teks berbentuk: report, narrative, dan analytical exposition</p> <p>10.1 Merespon makna dalam teks fungsional pendek (misalnya banner, poster, pamphlet, dll.) resmi dan tak resmi yang menggunakan ragam bahasa tulis secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan</p> <p>10.2 Merespon makna dan langkah retorika dalam esei yang menggunakan ragam bahasa tulis secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan dalam teks berbentuk narrative, spoof, dan hortatory exposition</p>

### 2.2.5 Theoretical Framework

This study is going to analyze the reading exercises in the “English for a Better Life” textbook viewed from KTSP requirements. Therefore here is the simple scheme of the study.

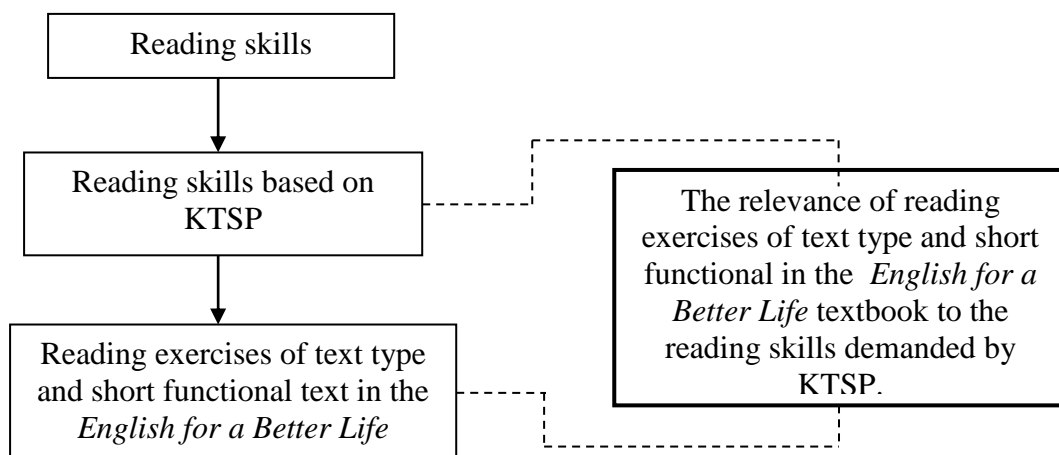


Figure 2.2: Figure of Flowchart of the Study

The figure above describes the scheme of writer’s study. The writer first collects all the reading exercises of text type and short functional from the English textbook in a table. Then the writer compares them with the reading exercises demanded by KTSP. The writer wants to know the relevancy and compatibility of those reading exercises of text type and short functional in the textbook with the reading exercises based on KTSP requirements.

## **CHAPTER III**

### **RESEARCH METHOD**

In the third chapter I elaborate the research method to achieve the goals of the study. It is the research procedural way to answer the research problem. This chapter describes several points; those are research design, roles of the researcher, source of data, type of data, research instruments, procedures of collecting the data, and procedures of analyzing the data.

#### **3.1 Research Design**

In this study, the writer is going to analyze the reading exercises of text type in the textbook entitled “English for a Better Life” for grade XI viewed from KTSP requirements; therefore the writer is going to use descriptive analytical qualitative research. In qualitative research, the data and the result of the study are presented in description form. The findings are related to the interpretation; in this case is the writer’s interpretation. This statement is supported by Stake (2010:11). He stated “by *qualitative* we mean that it relies primarily on human perception and understanding”.

Meanwhile Anselm and Corbin (1998:10-11) stated that the term qualitative research means any type of research that produce findings not arrived at by statistical procedures or other means of quantification. Some researchers gather data by means of interviews and observations, techniques normally associated with qualitative methods.

Still according to Anselm and Corbin, basically, there are three major components of qualitative research. First, there are the data, which can come from various sources such as interviews, observations, documents, records, and films. Second, there are the procedures that researchers can use to interpret and organize the data. The third component is written and verbal reports. These may be presented as articles in scientific journals, in talks, or in books. Then the writer makes this elaboration as the key in conducting the research methodology.

### **3.2. Roles of the Researcher**

In qualitative research, the role of the researcher is stated by Stake (2010:10). He said that the researcher him- or herself is an instrument, observing action and contexts, often intentionally playing a subjective role in the study; therefore, using his or her own experience in making interpretations.

Based on the statement above, the role of the writer in this study is as the data observer, analyzer and reporter for the result. The writer first will observe the data by reading all the reading exercises in the textbook entitled “English for a Better Life” for grade XI. After that, as analyzer, the writer will analyze the compatibility of reading exercises found in the textbook with the KTSP 2006. Last, as the reporter, the writer is going to report the result of the analysis based on the writer’s interpretation.

### **3.3. Research Instruments**

Research instrument is used in collecting data to make the research easier, better and more systematic. Arikunto (2010:192) stated that research instrument is the tool which is used by researcher to gather the data of a study through a certain method. The writer uses the research instruments to collect the data of the study before the writer analyzes those data.

In this study the writer uses two means of research instruments, they are documentation and check list. Documentation is taken from reading exercises of text types in the textbook and then check list for checking the compatibility of the reading exercises of text types with the KTSP 2006.

### **3.4. Source of Data**

Arikunto (2010:172) defined source of data as subject in which the research data obtained. Thus, if the researcher uses documentation in his study, the document is the source of data.

In this study, the writer chooses textbook entitled “English for a Better Life” for grade XI published by *Pakar Raya* as the object of the study. However the writer only focuses on the reading exercises of text types in that textbook. The writer wants to know the compatibility of the reading exercises of text types in the textbook with the school-based curriculum 2006.

### **3.5. Type of Data**

In a research, the data has several types of data. Strauss and Corbin (1998:11) stated “there are the data, which can come from various sources such as interviews, observations, documents, records and films.” Based on that statement, the type of data in this study is document because the data is taken from the reading exercises of text types in the English textbook entitled “English for a Better Life” for grade XI. The data then compared with the objectives of reading competence of English subject in school-based curriculum 2006.

### **3.6. Procedures of Collecting the Data**

According to Arikunto (2010: 203), there are some techniques of collecting data. The techniques are questionnaire, interview, observation, rating scale, test and documentation. In this study, the writer is going to use documentation technique to collect the data. The document is from reading exercises of text types in the textbook entitled “English for a Better Life” for grade XI and the objectives of reading of subject English in KTSP 2006.

The writer take some steps in collecting the data, the steps are:

#### 1) Observing the data

The writer begins the step by reading all of the content of the English textbook entitled “English for a Better Life”.

#### 2) Selecting the data

The writer then selects all kinds of reading exercises of text types in every unit of “English for a Better Life” for grade XI senior high school.

### 3) Presenting the data

After the data have been selected, the writer presents them in the table of data presentation. The table is as follow:

Table 3.1: Reading Exercises from English Textbook “English for a Better Life”.

No.	Reading Exercises Categories	Number of Exercises
Total		

### 3.7. Procedures of Analyzing Data

In this study the writer will take three steps in analyzing the data. They are selecting, comparing, and interpreting.

#### 1. Selecting the data

The writer will select all kinds of reading exercises of text types in each unit of the textbook entitled “English for a Better Life” for grade XI published by *Pakar Raya*.

## 2. Comparing the data

Then the writer will compare those reading exercises of text types in the textbook with the reading skills demanded by KTSP 2006. The comparison will be shown in such table as follow:

Table 3.2: List of Relevancy between Reading Exercises of Text Types in the English textbook with the KTSP

No.	Reading exercises	Unit/pages	How are the reading exercises viewed from 2006 curriculum?	
			Compatible	Not compatible

## 3. Interpreting the finding

Last, the writer analyzes the data by giving such interpretation of reading exercises of text types in the textbook whether they are compatible with the KTSP or not.



## CHAPTER V

### CONCLUSIONS AND SUGGESTIONS

This chapter presents the conclusions of the study based on the results of research findings and suggestions.

#### 5.1 Conclusions

According to the analysis in *English for a Better Life* (English Textbook for Senior High School Students Year XI Published by *Pakar Raya*), it could be drawn some conclusions. The conclusions are to answer the research problems stated in the first chapter.

The reading exercises of text types in the “*English for a Better Life*” textbook realized in the way that they are classified based on the instructions. There are five categories based on the instructions. First is “read the text what does it tell you about” which has 11 exercises, then “read the text and answer the questions based on the text” with 17 numbers. There are 13 exercises of “read the text and identify its structure”, and two exercises of “reread the text” category. Last, there are 4 exercises in “arrange jumbled paragraph” category. Thus, totally, there are 47 reading exercises of text types in the “English for a better Life” textbook.

According to Kozak, as the writer stated before, those five instructions reflect different kinds of reading purposes as stated by Kozak (2011). First, “read the text what does it tell you about” has the skimming reading purpose. “read the text and answer the questions based on the text” reflects the scanning reading

purposes. The three other instructions, those are “read the text and identify its structure”, “reread the text”, and “arrange the jumbled paragraph”, demand the students to have a close reading purpose.

The reading exercises of text types in the “English for a Better Life” textbook are compatible to some extent. There are 27 reading exercises (57.45%) are in line with the 2006 curriculum, and the other 20 reading exercises are not (42.55%). From the result, the writer assumes that the reading exercises of text types in this English textbook entitled “English for a Better Life” are less compatible viewed from KTSP requirements since too many reading skills which are not demanded by KTSP such as poem, letter, anecdote, descriptive, brochures, advertisement, and curriculum vitae.

There are twenty-seven reading exercises relevant to the 2006 curriculum completed by the examples. In the following are the details of each reading exercise in term of presence of examples.

First, the skill of reading the text in the form of spoof and hortatory exposition is relevant to the 2006 curriculum, but the material about poem, letter, and anecdote text is not compatible with the standard competence in the 2006 curriculum for eleven graders.

Then the skill of reading the text and answer the questions based on the text in the form of report, narrative, analytical, hortatory text is relevant to the 2006 curriculum. In the other hand, the exercises about descriptive, and anecdote text and also brochures, advertisement, letter, curriculum vitae is not compatible with the 2006 curriculum.

The skill of identifying the structure of the text in the form of narrative, analytical, and hortatory text is compatible with the 2006 curriculum. In addition, there is also material about descriptive and anecdote text which is not compatible with the 2006 curriculum.

The skill of rereading the text in the form of narrative text is relevant to the 2006 curriculum, but for the descriptive material is not compatible with the 2006 curriculum for eleven graders of Senior High School.

Last, the skill of arranging the jumbled paragraph into a proper text in the form of analytical text is relevant to the 2006 curriculum. However, the material about anecdote text is not compatible with the 2006 curriculum.

## **5.2 Suggestions**

Referring to the conclusions above, some suggestions are presented as follows:

First suggestion is for the English teachers. It would be better if they are selective in choosing an English textbook. They should choose the appropriate textbook which the materials are compatible with the curriculum applied. Thus, results of the teaching and learning process would be maximally achieved.

Next for the textbook writers, they should give more attention to the curriculum requirements as the guidance in constructing materials in the textbook. So that, the content of the textbook is relevant with the curriculum applied (in this case is the 2006 curriculum).

Finally for the next researchers, it is better for them to conduct the similar studies in analyzing another textbook and skill. Since this kind of study could be a

consideration for teachers in choosing the appropriate textbook. However, they should be more aware of the compatibility of certain skills with the curriculum.

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# APPENDICES