



**THE COMPATIBILITY OF READING TEXTS AND
EXERCISES IN A SENIOR HIGH SCHOOL BOOK
ENTITLED *BAHASA INGGRIS* GRADE XI WITH THE
2013 CURRICULUM**

**a final project
submitted in partial fulfillment of the requirements
for the degree of *Sarjana Pendidikan*
in English Language Education**

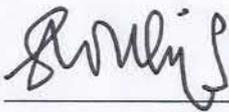
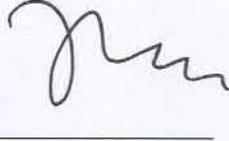
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DECLARATION OF ORIGINALITY

I, Indarwati Fauziyah hereby declare that this final project entitled *The Compatibility of Reading Texts and Exercises in A Senior High School Book Entitled Bahasa Inggris Grade XI with the 2013 Curriculum* is my own work and has not been submitted in any form for another degree or diploma at any university or other institute of tertiary education. Information derived from the published and unpublished work of others has been acknowledged in the text and a list of references is given in the bibliography.

Semarang, August 2019



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MOTTO AND DEDICATION

“So be patient indeed, the promise of Allah is truth.”

(Ar-Rum:60)

“And seek help in patience and prayer”

(Surah Al-Baqara; 45)

“Never give up. Today is hard, tomorrow will be worse, but the day after tomorrow will be sunshine.”

(Jack Ma)

“Sometimes the fastest way isn’t always the best way. Sometimes the best things in life take a while”

(Emily Beth)

To my beloved Mom and Dad

To my inspiring brother

To my teachers and lectures

To my lovely friends

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ABSTRACT

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Keywords: Reading Texts, Reading Exercise, Senior High School, Textbook

Since 2013 the government changed the curriculum, from 2006 curriculum to the new 2013 curriculum. By the implementation of the 2013 curriculum, it makes the presence of new textbook is necessary. This study aims to investigate the compatibility of reading texts and the exercises in the new textbook with the basic competences of the new curriculum. This study used qualitative research design with the content analysis method. The research will be conducted by analysing the reading materials and the exercises of textbook. The instrument used is taken from BSNP standard and from the curriculum. The first step is reading the book, then analysing the reading texts by the analysis of text types and basic competencies of 2013 curriculum, and analysing the reading exercises with the analysis of micro- and macro-skills and then discussed the result of analysis. The result of this study showed that the textbook gets only 67% of its compatibility with the curriculum since there are 6 out of 18 basic competences that are not available in the textbook. It has the example of the texts in the transactional form as the basic competence stated. It also has the structured section of pre-activity, building blocks, discussion, explanation, and the exercises that make the students easy to learn every material in each chapter. All of the text types mentioned in the basic competence are available in the book. Moreover, the reading exercises in this textbook are only 55 items which could not cover all the basic competences 4 and also the micro- and macro-skills. The most used skill in the exercises is the skill to recognize the rhetorical forms of written discourse and their significance for interpretation.

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CHAPTER I

INTRODUCTION

In this chapter, the writer gives the introduction of the study. There will be information as the background of this study. This chapter consists of the background of the study, reasons for choosing the topic of the study, research questions, objective of the study, significance of the study, definition of the key terms and the outline of the study.

1.1 Background of the Study

People in this global world communicate and socialize with English as international language. English is an important thing to master for everyone from all country to communicate, to learn something since it is used in many things in global. No wonder English become a subject in every school in order to help people learn it. In the learning process, learning to read in a second or foreign language is a process that involves learning skills, learning new vocabulary and cultivating the ability to transfer these skills from the classroom to the real world, where English may be used. When learning English in school, teacher and students are usually using the four major skills of language consists of reading, listening, writing, and speaking. Reading is one of the important skills to master as the way to learn English since it is easiest way to gain information. People usually read many things for many different reasons, such as to

get information, to entertain or amuse them, etc. By reading texts we can learn English more and get a lot of information to improve our reading skill. "Reading is a highly developmental process and students in any primary classroom vary greatly on continuum of becoming readers" (Mikael and Elizabeth, 2003, p. 12). It is clear enough that reading is an important aspect to master in English learning process.

According to (Scott, 2009, p.24), "reading comprehension is an interactive process and that reading comprehension instruction is an interaction between students and teachers as they negotiate text. The idea that reading is an interactive process is a theoretical lens that has guided literacy scholars for decades".

English in Indonesia is claimed as the foreign language. It means that learning English nowadays is really important for everyone especially students. English teacher is the central guide to overcome this issue. It starts from elementary school where students learn by imitating the teacher's speaking, then at the junior high school they learn by reading short text. Moreover, in the senior high school or vocational high school level students learn to comprehend kinds of text type in textbook. Since 2013 the government changed the curriculum, from 2006 curriculum to the new 2013 curriculum. With the changing of curriculum, there are many rules changed. One of them is the syllabus of 2013 curriculum in the based competence. By the implementation of the 2013 curriculum, it makes the presence of new textbook is necessary. Brown states that "The presence of a textbook is necessary to support teaching learning process" (Brown, 1994, p.143). It means that the presence of textbooks may facilitate students to involve in the learning process. A book is the source of knowledge in a written form. Textbook is a book that

contains of learning subject materials or certain learning subject, arranged systematically (Muslich, 2010, p.50).

Textbook may not be the only source of reading texts but it is really important for the students as the main source of reading texts that are appropriate for them in the learning process. By those reasons above, textbook must be composed properly according to the new curriculum. Its contents must be appropriate for the students from many aspects such as topic, genre, their understanding, comprehension, the language used. Nowadays, people especially students in senior high school prefer to find out their lesson material such as English reading texts from the internet. It is due to the students may bring their phone to school and it ease the students to do their job. There are a lot of texts available in the internet that can be accessed freely. It may ease the learning process since there are a lot of examples. Besides it may be inappropriate because students do not understand which texts are suitable for their age and also for the curriculum of their lesson in class. That is why textbook can be the easiest way for them to learn reading text types and its exercises, so it must contain a lot of appropriate English reading texts and exercises.

Based on those reasons, in this research the writer would analyse the student book entitled *Bahasa Inggris* published by Kemendikbud 2017 (Revised Edition) for grade XI based on the relevance of reading materials and exercises with the core and basic competence in 2013 curriculum.

1.2 Reasons for Choosing Topic

The topic was chosen based on some reasons. First, the 2013 curriculum is the newest curriculum that is applied in Indonesia. Therefore, the teachers should know how to deliver the materials through the textbook. It is important for the English teacher to analyse the books they used in teaching learning activities. Second, the contents of the textbook should be relevant with core and basic competence. Ministry of Education and Culture of Indonesia (Kemendikbud) has published textbooks used in the 2013 curriculum teaching and learning process.

The newest version of the book used by students in the Senior High School was published in 2017, for that reason we need to evaluate the content of this book in order to support the book improvement. Moreover, in teaching learning process, students are the centre of the instruction. But in many cases, teachers and students rely on materials, and the materials become the centre of the instruction. Tamo (2009, p.75) said that one of the advantages of authentic material is that authentic materials have a positive effect on learner motivation. Then, the teacher tried to make students understand about the strategy to read a text. This is a good way for the students before reading since among the 8 principles are “Plan on Pre-reading, During-Reading and After Reading. Before reading, they should spend some time to introduce topic, encourage skimming, scanning, predicting and activating schemata (Brown, 2004).

Since many teachers are busy and have no time or inclination to prepare extra materials, textbook and others commercially produced materials are very

important in language instructor. Therefore, it is important for teachers to know how to choose the best materials for instruction, how to make supplementary materials for the class, and how to adapt the materials. Teaching reading is not as easy as we know because reading is a complex learning. As the result, the role of the teacher in teaching reading is important. The teacher has to be able to choose the proper method and materials used in teaching reading.

Since textbook is the media that most teachers used, it should be appropriate with the curriculum. Thus, the students' needs according to the curriculum can be fulfilled. Exercises in the textbook should not only be qualified and competent, but also could lead the students to the goal as stated in the curriculum. The writer intended to observe the reading materials and exercises in the textbook published by Kemendikbud from the 2013 curriculum requirements. Textbook is the media that most of the teacher used in teaching.

1.3 Research Questions

1. How relevant are the text types of the reading materials found in the textbook with the 2013 Curriculum?
2. How relevant are the reading exercises found in the textbook with the 2013 Curriculum?
3. How appropriate is the textbook for the students in grade XI based on Curriculum 2013?

1.4 Objectives of the Study

Based on research questions, the objectives of the study are as follows:

1. To analyse the relevancy the reading text types in the textbook published by Kemendikbud 2017 with basic competences of 2013 Curriculum.
2. To analyse the skills of the exercises that available in the textbook published by Kemendikbud 2017.
3. To analyse appropriateness of the reading material in the textbook for the students grade XI based on the basic competences of the 2013 Curriculum.

1.5 Significance of the Study

The analysis of the book used by students of XI grade as the result of this study theoretically can be used as the review of the textbook which is used as the reference for those who want to evaluate the textbook or others. Practically, the writer expects that this research will be useful for the publisher to evaluate the textbook and get the information whether this textbook is good or not. The writer also hope that it will be useful in pedagogical since the reader may enrich their knowledge in about the textbook so they may choose which book they can used.

The other goal of this research is analysing appropriateness of the textbook for the students based on the 2013 Curriculum, which theoretically can be used for the reader as the source of information about the standard for a textbook or information about how the consistency of a textbook and 2013 Curriculum in a textbook. The writer hopes that this study will give benefits in practical way for the publisher to arrange and design textbooks that are suitable with syllabus and curriculum. Pedagogically, this study may give information for teachers or teacher candidates about the appropriateness of textbook for students.

The research also analyses the reading texts and exercises that available in the textbook published by Kemendikbud 2017. Theoretically, by reading this research, the reader may get more information about reading texts and exercise for students in grade XI. They also may use the result as the reference to analyse other textbooks. Practically, the writer expects that the result of this study can be useful for the book publisher to improve their textbook version. Pedagogically, the research may enrich readers' knowledge about reading texts and exercise so they can analyse and evaluate textbook for themselves before choosing the good textbook to use.

1.6 Definition of the Key Terms

1. Textbook

Langenbeach (1997, p.563) states that textbook is a book that presents a body of knowledge in an organized and usually simplified manner for purpose of learning. Awasthi (2006) in Nguyen (2015) stated that textbook is a teaching and learning material for both the teacher and the learner to rely on in the process of teaching and learning. Textbook analysis is one of process of textbook evaluation. It is a process of choosing what textbook to use in a particular course considering the need and value of teaching (Cunningsworth, 1995). The term textbook has several meanings. According to *Merriam- Webster Collegiate Dictionary* (2004, p.1293) textbook is a book used in the study of subject. It means that a textbook is a kind of book in some studies at school. Meanwhile, According to *Longman Dictionary* (2003, p.1714) textbook is a book that presents a body of knowledge in an organized and usually simplified manner for purposes of learning.

Although textbooks have many roles in education, they have some limitation. Teachers should not only use textbooks in the teaching learning process, but they also should use other instructional resources, such as magazines, newspapers, journals, etc. Textbooks cannot replace the roles of teacher in the teaching and learning process although in some cases, the teaching and learning process occurs through textbooks. In other words, textbooks do not teach but a teacher does.

In conclusion, textbook is one of the teaching and learning materials in the form of books based on standard. The standard is in the form of curriculum made by the Ministry of Education known as Kemendikbud.

2. Curriculum

Mulyasa (2010, p.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. In addition, Smith et al., (1960) in (Nasution 2006, p. 4) defined curriculum as a sequence of potential experiences set up in the school for the purpose of disciplining children and youth in group ways of thinking and acting. Feez and Joyce (1998, p.9) stated that curriculum is a general statement of goals and outcomes, learning are arrangements, evaluations and documentation relating to the management of programs within an educational institution. Curriculum contains the goals that have to be gained by the learners in the certain level of education. The 2013 curriculum is the newest curriculum which is applied in Indonesia. The purpose of this

curriculum is for preparing Indonesian citizen to have the ability to live as individual person and citizen who are religious, productive, creative, innovative, and affective and able to give their contribution to the society, nation, country, and world civilization (Kurniasih and Berlin, 2014, p. 46). The simple definition of curriculum taken from the Cambridge Dictionary is the subjects studied in a school, college, etc. and what each subject includes.

In other way, curriculum can be seen as the standard regulation of the materials of subjects in education especially learning activity in school with the purpose of being guide for the teacher in teaching since it contains goals that must be reached in each level. It is made by the Ministry of Education in Indonesia, so it can help teachers to make sure that their students are learning the right materials the same with all the students in this country.

3. Basic Competence of 2013 Curriculum

As we know, curriculum is a set of regulation which arranges learning process. In Indonesia, there are many curricula that are used. The latest curriculum is 2013 curriculum. According to the 2013 Curriculum, English standard competence contains two kinds of competences, they are: core competences and basic competences. Core competence is divided into four objectives. The first and second objectives emphasize on affective domain. The third objectives emphasize on cognitive domain, and the forth objectives emphasize on psychomotor domain (Permendikbud No. 68 Tahun 2013). According to (Priyatni, 2014, p.17) as cited in Setiawati (2015), core competence is broken down into basic competence.

According to the Decree of Minister of Education and Culture No. 65 (2013) basic competence is a specific ability in terms of attitude, knowledge, and skill which is related to content or course. In the basic competence, there are basic competence 3 and basic competence 4. Basic competence 3 is about cognitive skill which concerns about the students' ability to develop their knowledge. Meanwhile, basic competence 4 is about skill which concerns on the students' ability toward the material. Every subject has their own basic competence according to the graders. Table below shows basic competence of 2013 curriculum according to Ministry of Education and Culture.

Table 1.1 Basic Competences of 2013 Curriculum

KOMPETENSI INTI 3 (PENGETAHUAN)	KOMPETENSI INTI 4 (KETERAMPILAN)
<p>3. memahami, menerapkan, menganalisis dan mengevaluasi pengetahuan faktual, konseptual, prosedural, dan metakognitif berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah</p>	<p>4. mengolah, menalar, menyaji, dan mencipta dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri serta bertindak secara efektif dan kreatif, dan mampu menggunakan metode sesuai kaidah keilmuan</p>
KOMPETENSI DASAR	KOMPETENSI DASAR
<p>3.1 menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait hubungan sebab akibat, sesuai dengan konteks penggunaannya.</p>	<p>4.1 menyusun teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait hubungan sebab akibat, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks</p>

(Perhatikan unsur kebahasaan such ... that; so ... that)

KOMPETENSI DASAR	KOMPETENSI DASAR
<p>3.2 menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait benda dengan pewatas berupa sifat, jenis, dan fakta keadaan/kejadian, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan prepositional phrase, adjective clause: finite dan non-finite)</p>	<p>4.2 menyusun teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait benda dengan pewatas berupa sifat, jenis, dan fakta keadaan/kejadian, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks</p>
<p>3.3 menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait keterangan (circumstance), sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan klausa finite atau klausa non-finite)</p>	<p>4.3 menyusun teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait keterangan (circumstance), dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks</p>
<p>3.4 menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait pengandaian terjadinya/dilakukannya sesuatu yang tidak nyata pada saat ini dan pada waktu lampau, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan conditional: past dan past perfect)</p>	<p>4.4 menyusun teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait pengandaian terjadinya/dilakukannya sesuatu yang tidak nyata pada saat ini dan pada waktu lampau, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks</p>
<p>3.5 menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait hubungan pertentangan dan kebalikan, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan even if ..., unless ..., however, on the other hand, in contrast, nevertheless)</p>	<p>4.5 menyusun teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait hubungan pertentangan dan kebalikan, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks</p>

KOMPETENSI DASAR	KOMPETENSI DASAR
<p>3.6 membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks pembahasan ilmiah (discussion) lisan dan tulis dengan memberi dan meminta informasi terkait pembahasan isu kontroversial dan aktual dari beberapa (minimal dua) sudut pandang, sesuai dengan konteks penggunaannya</p>	<p>4.6 teks pembahasan ilmiah (discussion)</p> <p>4.6.1 menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks pembahasan ilmiah (discussion) lisan dan tulis, terkait isu kontroversial dan aktual</p>
<p>3.7 menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait konsesi, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan <i>even though, although</i>)</p>	<p>4.6.2 menyusun pembahasan ilmiah (discussion) lisan dan tulis, terkait isu kontroversial dan aktual, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks</p>
<p>3.8 membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks ulasan (review) lisan dan tulis dengan memberi dan meminta penilaian terkait film/buku/cerita, sesuai dengan konteks penggunaannya</p>	<p>4.7 menyusun teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait konsesi, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks</p>
<p>3.9 menafsirkan fungsi sosial dan unsur kebahasaan lirik lagu terkait kehidupan remaja SMA/MA</p>	<p>4.8 menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks ulasan (review), lisan dan tulis, terkait film/buku/cerita</p>
<p>3.9 menafsirkan fungsi sosial dan unsur kebahasaan lirik lagu terkait kehidupan remaja SMA/MA</p>	<p>4.9 menangkap makna secara kontekstual terkait fungsi sosial dan unsur kebahasaan lirik lagu terkait kehidupan remaja SMA/MA</p>

4. Reading

Hornby defines that reading is the action of a person who looks at and understands the meaning of written or printed words or symbols (Hornby, 1995:

968). The other definition of reading stated by Grabe and Stoller (2002, p.9) reading is the ability to draw meaning from the printed page and interpret this information appropriately. Grabe describes reading as an active process of comprehending [where] students need to be taught strategies to read more efficiently (e. g., guess from context, define expectations, make inferences about the text, skim ahead to fill in the context, etc. In addition, Pang et al (2003, p.6) stated that reading consists of two related processes: word recognition and comprehension. In Cambridge Dictionary, it is stated that the definition of reading is the skill or activity of getting information from books.

Reading is an activity of interpreting some symbols as a means of conveying message from the author to the readers (audience). Reading is actually a conversation between a writer and a reader. The writer sends messages through prints or written symbols as a means to communicate and the reader reacts and interprets them, so that learning to read means learning to identify words and get their meaning. Learning to read is a compulsory activity. It is not natural or easy for most people. Reading is a skill that will empower everyone who learns it. They will be able to get benefit from the store of knowledge in printed materials and, ultimately, to contribute to that knowledge. Reading is one important way to improve people's general language skills in English. It helps them to enlarge their English vocabulary, improve their writing, prepare for study in an English-speaking country, and find out about new ideas, facts, and experiences.

5. *Text Types*

Discussing about reading, it is very close to the text. Anderson & Anderson (1997) 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. Derewianka (1990: 29) stated that “A text define as any meaningful stretch of spoken or written language.” Hornby (1995, p.1234) defined that text is the main written or printed part of a book or page, contrasted with notes, illustration, etc. A text is constructed when some words are put together to convey a message.

Still according to Anderson & Anderson (1997), 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, 2013). For 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.

6. *Reading Exercise*

A test is a method of measuring a person's ability, knowledge or performance in a given domain (Brown 2004, p.3). Webster's collegiate as quoted by Arikunto (2005, p.32) states that test is any series of questions or exercises or other means of measuring the skill, knowledge, intelligence, capacities of aptitudes or an individual or group.

Reading is one of the important skills in acquiring knowledge. However, students often have problems when they have to read the target language. Even though students are highly motivated to improve their reading skill through many kinds of reading materials, they often find difficulties to get the main idea of the text and they cannot comprehend it. One of the problems is they often fail to get the intended meaning of the text.

Therefore, in a reading classroom, teachers should enrich the exercises in order to encourage student's interest and motivation in reading. It can be concluded that there are a variety of activities which are possible as reading exercises including: skimming and scanning, recognizing rhetorical patterns, and reading critically. Exercises which focus on critical reading skills oblige students to read thoughtfully and analytically. Teachers may give comprehension exercises that start with question words (what, who, why, when, where, how), or give exercises that

the answers only implied on the text, and teachers can also give true-false questions and ask the students to give reason on their answers or multiple choice. Exercises which involve identifying the functions and rhetorical structures of a passage are useful not only on writing skills but for reading comprehension as well. Exercises in which students fill in the text diagrams or flow-chart are also useful when analyzing rhetorical structures.

As stated by Finnocchiaro (1974, p.215), to test their reading ability students should accomplish the several kinds of exercises such as complete sentences based on a reading passage when a choice is given, complete sentences when a choice is not given, complete a logical inference, read an unfamiliar passage aloud and answer questions on it, formulate questions on a passage, answer several questions on a reading passage read silently, give definitions of selected words in a passage, outline a paragraph, summarize a passage, indicate a possible rejoinder or sequence utterance to a statement or a series of statement, and say whether a statement is true or false.

1.7 Outline of the Report

The outline of the report is as follows:

Chapter I contains introduction with sub-chapter named background of this research that tells the reader that reading in global world and in Indonesia has some differences. It also deals with problem the English teacher may face in teaching reading texts. This chapter discusses how the reading textbooks in Indonesia work

and why it needs to be analysed. There are many reasons why do we need to analyses the textbook before we used. By analysing the textbook, the writer hope that it will be useful for the reader in many ways such as in practical way it can be the source to analyse other book or it can be used to improve the next textbook that will be published by the publisher.

Chapter II discusses review of the related literature as the theoretical basis of the research including previous studies that consists of discussion about English in global world, English in Indonesia, reading materials and reading exercise and also the English textbook. This sub-chapter discusses about how the previous research conducted and get the conclusion. It tells about any problem or facts may face by English teacher in Indonesia especially in serving the reading materials. It also tells about the textbook that is available nowadays in many schools in Indonesia. There are so many researchers that analysing English textbook with different point and different books. The other sub-chapter is the review of theoretical studies that discuss about theory that is used in this research. The writer uses the way to analyse textbook from the theory by Cunningsworth about function of textbook. Moreover the writer uses the theory and procedure of analysing textbook from *Badan Standar Nasional Pendidikan* (BSNP) as the formal source of any standard of education in Indonesia. This chapter also serves the theoretical framework to give the reader information about the research design.

Chapter III is the method of investigation. It consists of research design, subjects of the study, instruments of data collection, methods of data collection, procedure of the research and methods of data analysis. In the research design,

the chapter deals with kind of research conducted which is qualitative research. Moreover it tells about how this research will be conducted according to the theoretical framework. The research will be conducted by analysing the reading materials and the exercises of textbook. The instrument used is taken from BSNP standard and from the curriculum. The first step is reading the book, then analyses the reading text by the analysis of text type, basic competences of 2013 curriculum, micro-and macro-skills and BSNP standard of content of the textbook. After that, the writer will find and discuss the result of analysis before making the conclusion of the research as the last procedure in analysing data.

Chapter IV deals with the result of the study including data description, research finding and data interpretation. In the findings, there is the result of the reading texts and exercises analysis based on the curriculum. The finding discusses the chapter in the book whether it is compatible with the basic competence or not. It is found that there are 6 basic competences are less compatible in the chapters. It is also found that all the text types mentioned in the basic competences are available in the textbook. The writer also mentioned the analysis of the reading exercises with the micro- and macro-skill by Brown in this chapter. Moreover, the writer discusses the result of the analysis in the next sub-chapter.

Chapter V consists of research conclusions and suggestions. The writer concluded that the textbook is compatible enough with the Curriculum since it is found 67% compatibility of the materials and exercises in the textbook with the basic competences in the 2013 Curriculum. The writer suggests to the teacher and

students to make sure that the textbook they use is compatible with the newest curriculum. She also suggests the publisher to recover the textbook every year in order to make sure that it is always compatible with the curriculum and also with the students' need.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter reviews some related literature that support the writing of this study. It elaborates any related literature with this study in analysing of English textbook. This chapter has three sub-chapters named the review of previous studies, review of theoretical studies, and theoretical framework.

2.1 Review of Previous Studies

In Indonesia, the students in senior high schools are expected to be able to master short functional texts and essays such as descriptive, recount, narrative, and report essay. Further, they are also expected to know the aspects of grammatical features and generic structures of certain genres. Besides, the students are also urged to explore their thinking and identify what the author means through reading passages. However, Indonesian English teachers still find their students face difficulties in EFL reading comprehension even though they have implemented various teaching techniques to help their students to improve their reading skills (Gani, Yusuf, & Susiani, 2016; Harida, 2014; Mudra, 2016; Satriyani, Moerdibjon, & Prayogo, 2016; Tangsakul, 2017; Ulum, 2016; Yusuf, Fajrina, & Sari, 2016).

In reading, students are introduced various types of texts in English. It starts from elementary level, and be more complicated in senior high school level when they are learning about short functional text and the other text types. Textbook, as the media of learning, must have all of the text types needed by the students in their grade. The texts must be appropriate for each grade based on their age and the

school curriculum. Writing English textbooks show how the writing is supporting the second language learners to improve their skill by facilitating reading with understanding. Students may be frustrated of reading unassisted text, so the textbook have to facilitate reading texts with the right structure and language feature used. It can help students easy to understand the reading texts of any text types and help them to improve their reading skills. Generic structure and language feature are also important to be explained well in the textbook in order to give students understanding about the texts well. Those components of the texts are important to learn for students to help them differentiate the types of the texts. They also important to help students in writing the texts based on the right composing. (Ardini, 2016; Ariesinta, 2016; Esi, 2016; Afifah, 2009; Kasule, 2010; Kusumawati, 2015; Nimasari, 2016; Owu-Ewie, 2014; Setiawati, 2015; Tabatabaei and Bagheri, 2013)

Beside the generic structure, the reading exercises are also important to be in the textbook. In line with the text type competencies, the textbook have to apply types of reading in designing reading exercises. Exercise in reading use as the tool to measure student's understanding of reading texts based on the types and its component or structure. Not only the types of reading, but also the basic competence of curriculum used must be covered in the textbook. Based on the research that have been conducted, there were there were found incompatibility between the reading exercises in the textbook and the reading basic competences demanded by curriculum in many books in Indonesia. Not all of the reading basic competences are implemented in the exercises of the textbook. It means that the

textbook cannot facilitate the students well in understanding the reading text types, so the textbook must be improved year by year implemented the curriculum used in Indonesia. (Dagostino, 2015; Faqummawathi', 2012; Savitri, 2008; Larasati, 2009; Olimat, 2015; Trisna, 2012; Zareaian and Davoudi, 2015)

In reading class, most of the reading activities focused on reading for comprehension. The reason is that the students' skills in comprehending the text lead them to develop their knowledge, even to gain new information. Moreover, reading comprehension is generally used to measure students' achievement in English. There were five ways used by the teachers in teaching reading comprehension. They were; asking for students' knowledge, correcting students' pronunciation, asking for the students' comprehension of text, highlighting the moral value of the text, and asking the students to translate the text. The implementation of extensive reading activities could improve the students' reading comprehension. The extensive reading activities consist of many activities that were designed to improve the students' reading ability. The various activities had their own use for improving the process of teaching reading. To achieve one of the final purposes of 2013 curriculum in making students independent reader, the teachers are supposed to master the conceptual knowledge of curriculum and teaching reading to produce the better quality of teaching and learning process. (Yuliana, 2017; Aprilia 2015; Ernawati N, 2013)

English textbook for the senior high school students is important because it is the main material that the students used. Although it is not the one and only

material to get the English text, textbook can be the one that is better than other sources because the textbook has its own standard. The standard itself may be in the form of criteria from the government or may be taken from syllabus or curriculum in each grade. Some studies that have been conducted on analysing English textbook in Indonesia found that almost all of it has the quality especially in reading skill. Textbook that is used in senior high school may facilitate the students need for English reading seen from the structure, language feature, and the consistency with the curriculum. The textbook were designed and published by many publishers, but they still have the similar guidance to make the book, that is the curriculum. Since the curriculum was changed, the textbook also needs to be changed. That is why we need to analyse textbook to make sure that every textbook that is used has a good quality and has the consistency with the curriculum. (Akbar, 2016; Arba'ati, 2015; Arifa, 2016; Hayati, 2018; Noor, 2017; Ratnasari, 2014; Rohmatillah and Pratama, 2017)

In this study, the writer analysed the new English textbook which had not been analysed before. The writer analysed the materials by comparing it with the new curriculum applied in Indonesia. Furthermore, the writer analysed the skills, in this case macro- and micro-skills, that had not been used in the previous studies.

2.2 Review of Theoretical Studies

2.2.1 Reading Material

The material means an instrument for a teacher in the teaching and learning process that can be used in the classroom activities. It presents the language elements such as grammar or list of vocabularies which included in some language skills such as reading skill. Meanwhile, reading material submits to any texts or passage that brings certain message or ideas to be shared to the reader through the process of reading activity (Muslikhati, 2015). It can be in the form of authentic materials such as newspaper, magazine, article, or a textbook. In the classroom atmosphere, textbook is the most used as a material which provides some activities for students. Having a good reading ability will help the students to comprehend and get a lot of information from them. When the people read a text, they read for variety of purposes. Commonly, they are reading any kinds of texts in order to understand well about the information in it. According to Murcia (2000, p.187) stated that “purpose” of reading for students is to search for information. Therefore, the reading texts in the textbook become an important thing in the reading session. It has a massive role for teacher and students. It can help the teacher to explain more detail and also help students to learn easily.

When we begin to read, we actually have a number of initial decisions to make, and we usually make these decisions very quickly, almost unconsciously in most cases. According to Grabe and Stoller (2002), reading purposes can be classified under seven main headings, those are:

- Reading to search for simple information
- Reading to skim quickly
- Reading to learn from texts
- Reading to integrate information
- Reading to write (or search information needed for writing)
- Reading to critique texts
- Reading for general comprehension

2.2.2 Text types

According to Anderson & Anderson (1997), 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, 2013). For 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.

2.2.3 Textbook

Pamungkas (2010, p.23) stated that a textbook is a kind of instructional materials used in learning and which is usually written, tightly organized, and greatly condensed. Textbook becomes important supporting the teaching-learning process even though in 2013 Curriculum that technology-based teacher tends to use electronic as the media such as power point using LCD, DVD, tape recorder, etc. The use of textbook is still much-needed as the main source of learning for teachers and students. Since it is known that textbook is important supporting in the teaching-learning process, we should know the functions of textbook in order to understand the important in the teaching-learning process.

The function of the textbook is stated by Greene and Petty (1963, p.426). They state that the functions of the textbook are to give a consistent reflection of a point of view, to serve as a source of teaching method and a source of teaching content, to give fixation and maintenance drill, and to give sources of evaluation material.

In English teaching-learning, the textbook has some functions and roles as follows (Cunningsworth, 1995, p.7):

- A resource for presentation materials (spoken and written).
- A resource of activities for learner practice and communicative interaction.

- A reference source.
- A source of stimulation and ideas for classroom language activities.
- A syllabus.
- A resource for self-directed learning or self-access work.
- A support for less experienced teachers.

One of the main factors for the students' achievement in the English language is the ELT textbooks (Azizifar et al., 2012, p. 36). The content of English textbooks influences what teachers teach and learners learn, it should neither be too advanced nor too simple, it should also not contain any local cultural taboos, and the content should be of the kind that students can relate to for the teacher to have no problem (Fredriksson & Olsson, 2006, p. 7).

In Indonesia, there is a BSNP (*Badan Standar Nasional Pendidikan*). It is an independent and professional agent to develop, check, and evaluates the National Education Standards implementation. One of its duties and authorities is to assess the feasibility of a textbook. The BSNP released an instrument to evaluate textbooks in 2014, which was a revised version of the previous one published in 2007 and 2011. Based on the document from Pusbukur, these are instruments in evaluating a 2013 curriculum textbook:

1) Feasibility of Content.

This feasibility of content is a group of assessment about the content of the textbook. The feasibility content includes three measurements which are

compatibility of materials with (KI) and (KD), the accuracy of materials, and the last supporting materials.

a. The Compatibility of materials with (KI) and (KD).

In this criteria of the feasibility of content which is compatible with KI and KD, the criteria were divided into two sub-criteria which are Completeness and In-Depth.

(1) Completeness

In the completeness criteria, a textbook is expected to expose students to understand and produce both interpersonal and transactional conversation whether in spoken or written to help them interact in contextual and themed situations along with many other characteristics, religious and aesthetic values included.

(2) In-Depth

The first is exposure which means that the textbook is expected to expose students to as many kinds of texts that relevant with students' daily life to help them get used to any kinds of texts as possible. Then, text retention means that textbook should guide students in understanding the social function, structure of the text, and linguistic features. The last is production textbook which should be able to guide students in every step in producing both verbal and written text.

b. The accuracy of the materials.

In this criterion of the feasibility of content which is the accuracy of the materials, the criteria were divided into three sub-criteria which are a social function, generic structure, and linguistic feature.

(1) Social Function

In this criterion, the text provided in the textbook or the exercises given from the textbook that have been done by the students are expected to have values in social function in its relation with students daily life either in interpersonal or transactional.

(2) Generic Structure

In this criteria, the text provided in the textbook or the exercises given from the textbook that have been done by the students are expected to give the students an insight and ideas to think systematically in doing or producing exercises in daily life.

(3) Linguistic Feature

In this criteria, the text provided in the textbook or the exercises given from the textbook that have been done by the students are expected to be understandable and fill the norm and characteristic values of good communications in students daily life.

c. Supporting materials

In this criterion of the feasibility of content which is supporting materials, the criteria are divided into three sub-criteria which are Up-to-Datedness, Development of life skills and Development of Diversity Insight.

(1) Up-to-Datedness/Relevance

In this criteria, every item in supporting the materials and exercise provided within the textbook (Tables, Pictures, Texts, References) should be taken from a relevance and newest sources available.

(2) Development of Life Skills

In this criterion, every text and communicative exercise and task available within textbook should motivate students toward good personalities that concern about social, academic and vocational life.

(3) Diversity Insight

In this criterion, every text and communicative exercise and task available within textbook should motivate students toward a good citizen that concern, understand and appreciate the multicultural diversity.

2) Feasibility of Language

This feasibility of language is a group of assessment about the content of the textbook.

a. The Compatibility with Student's Development.

(1) Compatibility with Student Intellectual Level.

In this criterion any kind of language used both in exercise and describing concept of teaching of tables, pictures or abstract illustrations should be matched with student's intellectual level (can be imaginatively understandable for students).

(3) Compatibility with Student Emotional Level.

In this criterion, any kinds of language used either in exercising and describing concept of teaching of tables, pictures or abstract illustrations

should be matched with student's emotional level from local to global context.

b. Communicative

(1) Readability of Message.

In this criterion, any kinds of language used both in exercise and describing concept of teaching used as effectively as possible and minimizing ambiguities of message so students will be motivated in learning.

(2) Accuracy of Language Uses.

In this criterion, any kinds of language used both in exercise and describing concept of teaching used as effectively as possible and consistent in language uses so students will be motivated in learning.

c. The Coherence and the Integrity of Idea

(1) Coherence of Paragraph.

In this criterion, the language delivering of text, picture and illustration of paragraph in the textbook displayed in a well arranged and systematical manner in order to create a coherent and cohesive paragraph.

(2) Coherence of Chapter.

In this criterion, language delivering of text, picture and illustration between each chapter are close in understanding from one to another. Therefore, it would create a logic and systematical arrangement.

3) Feasibility of Presentation

This feasibility of presentation is a group of assessment about the presentation of the textbook.

a. Technique of Presentation.

(1) Systematic.

In this criterion, textbooks are expected to be systematic in delivering a chapter, starting with introduction, body and after that closing in order for students to be encouraged in learning from the book.

(2) Chapter Equilibrium.

In this criterion, textbooks are expected to deliver the content of a chapter as equal as possible started from the number of pages, exercise generated within every chapter and also illustration that equal within every content of chapter.

b. Learning Presentation.

(1) Learner Centered.

In this criterion, textbook are expected to make students as the subject of learning so that autonomous learning will occurs.

(2) Developing Of Initiative, Creativity, and Learners Critical Thinking.

In this criterion, textbook are expected make students to be motivated and creative so when they use the textbook they will be skeptical about “how, why, where, when, etc.”

(3)The Development of Self-Reliance Students.

In this criterion, textbooks are expected to make students curious and autofocus on what they learn, expecting them to analyze what they learn so than they will encouraged toward discovering new things and knowledge.

(4) The Development of Learners Ability To Evaluate Themselves.

In this criterion, textbooks are expected to encourage students to evaluate themselves, to see how far they have learned from a chapter, and to review the lesson learned from chapter.

c. Completeness of Presentation.

(1) Introduction Part.

In this criterion, textbook are expected to develop sufficient introduction part of a textbook.

(2) Content Part.

In this criterion, textbook are expected to develop sufficient content part which consist of introduction, illustrations (tables, pictures etc.), summary along with self-reflection and the last is exercise.

(3) Closing Part.

In this criterion, textbook are expected to develop sufficient closing part which consists of glossary, references and indexes.

The assessment rubric from BSNP is a whole book analysis. This assessment rubric assesses the accurateness and appropriateness of a content of text book in delivering teaching materials, the technique of presenting, the relation of every chapter, and social benefits from a textbook.

2.2.4 Exercise

Curriculum is a description of the goals, as a base of teaching-learning process. Meanwhile, teaching-learning process is an effort to reach the goals.

Evaluation is one of activities to measure and assess the level achievement of curriculum. Evaluation also can be used to measure the strength and weakness in teaching-learning process.

Based on Pratt (1980, p.195) there are some functions of evaluation. Firstly, evaluation is used to inform learners of their attainment. Secondly, evaluation can diagnose areas of strength and weakness. Third, evaluation can be used to guide decisions about the students' future. Fourth, evaluation may be used to inform interested agencies of students' competence. Fifth, evaluation is able to provide feedback into the instructional system. Sixth, evaluation can provide an operational target for the learner. Seventh, evaluation can license candidates for a profession or occupation. Eight, evaluation is used to promote minimal educational equality.

2.2.5 Reading Comprehension

The skills for accomplishing reading emerge as a crucial consideration in the assessment of reading ability. The micro- and macro-skills below represent the spectrum of possibilities for objectives in the assessment of reading comprehension (Brown, 2004, p.1870).

(1) Micro-skills

- a. Discriminate among the distinctive graphemes and orthographic patterns of English.
- b. Retain chunk of language of different lengths in short-term memory.

- c. Process writing in an efficient rate of suit the purpose.
- d. Recognize of a core of words, and interpret word order patterns and their significance.
- e. Recognize grammatical word classes (noun, verb, etc.), systems (e. G., tense, agreement, pluralization), patterns, rules, and elliptical forms.
- f. Recognize that a particular meaning may be expressed in different grammatical forms.
- g. Recognize cohesive devices in written discourse and their role in signalling the relationship between and among clauses.

(2) Macro-skills

- h. Recognize the rhetorical forms of written discourse and their significance for interpretation.
- i. Recognize the communicative functions of written texts, according to form and purpose.
- j. Infer context that is not explicit by using background knowledge.
- k. From described event, ideas, etc., infer links and connections between events, deduce causes and effects, and detect such relations as main idea, supporting idea new information, given information, generalization, and exemplification.
- l. Distinguished between literal and implied meanings.
- m. Detect culturally specific references and interpret them in a context of the appropriate cultural schemata.

- n. Develop and use a battery of reading strategies, such as scanning and skimming, detecting discourse markers, guessing the meaning of words from context, and activating schemata for the interpretation of texts.

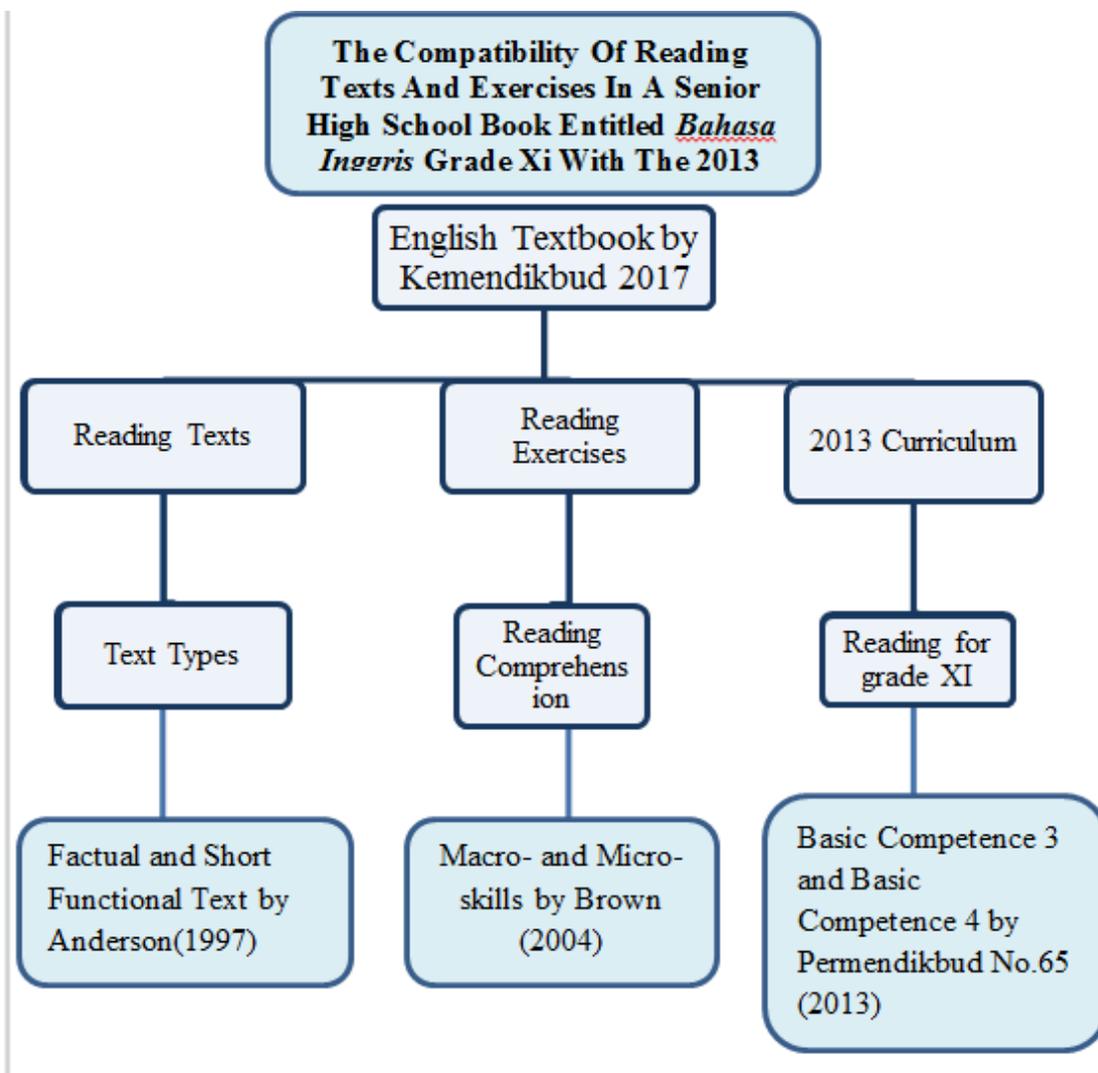
However, Grabe and Stoller (2002) stated that reading comprehension processes are likely to work for skilled readers, assuming a purpose of general comprehension of a longer text. It is divided into two parts:

1. Lower-level processes
 - Lexical access
 - Syntactic parsing
 - Semantic proposition formation
 - Working memory activation
2. Higher-level processes
 - Text model of comprehension
 - Situation model of reader interpretation
 - Background knowledge use and inferencing
 - Executive control processes

2.3 Theoretical Framework

In this study, the writer read all the reading materials and exercises in the text book as the data, then the data were gathered and analysed based on the Text Types, Macro- and Micro-skills, and Basic Competences of the 2013 Curriculum.

The scheme of the theoretical framework of this study:



CHAPTER V

CONCLUSIONS AND SUGGESTIONS

The last chapter of this study provides conclusion and suggestion. This chapter presents the answer of the research questions in the conclusion part and the suggestions for the reader who are interested to the topic of this study.

5.1 Conclusions

According to the findings in the previous chapter, the writer draws conclusion to answer each of the research questions as follows:

In order to find how appropriate the textbook for the students in grade XI, the writer analyse the compatibility of reading materials with the 2013 curriculum. The compatibility the content of the book is important to see if the textbook proper or not for the students in grade XI. Unfortunately, the writer found that there are 6 of 18 basic competencies are not available in the materials of the book. It means that the materials of the textbook are incompatible with some basic competences. The problems found mostly about the language feature which is not being discussed in detail or the contexts of the material are not appropriate with the age of the students in the grade XI. The other problems in the book are there is no spoken form of the text since the competence stated written and spoken form; there is no discussion about the material in the chapter that discuss about songs and also there is no exercises as the tool to asses basic competence 4. By the result of the analysis, the writer concluded that the book is still compatible with the curriculum because it has

67% of appropriateness. It has the example of the texts in the transactional form as the basic competence stated. It also has the structured section of pre-activity, building blocks, discussion, explanation, and the exercises that make the students easy to learn every material in each chapter.

The result of the compatibility of reading materials in the textbook with the 2013 Curriculum said that there are four text types to master by the students in the grade XI. Those text types are Formal Invitation Letter, Analytical Exposition, Personal Letter, and Explanation texts. There are two or more texts in each type as the example of the material in every chapter. The social function, generic structure, and language feature of each text presented clearly so the students will not get confused of it. It also makes the students easy to distinguish text types of reading. They may learn how to make text of their own version using the examples as their guidance.

Furthermore, in terms of reading exercises available in the book, it can be said that the exercises are compatible with the curriculum. The total number of exercises is fifty five. Every number of exercises has the clear purposes based on the result of micro- and macro-skill analysis. The most used skill in the exercises is the skill to recognize the rhetorical forms of written discourse and their significance for interpretation. The others are the skill to find purpose of the texts, to infer the text, to complete the texts and etc. Unfortunately, the number of the exercises is limited. Fifty five exercises are not enough to cover nine basic competences in eight

chapters. The exercises are mostly put in the pre-activity rather than put after the discussion session which is also necessary.

5.2 Suggestion

By referring to the research questions and the findings, the writer wants to give several suggestions related to this study. First, teachers or teacher candidates should consider whether the textbook is compatible with the current curriculum and whether it provides various exercises or not. Textbook as the important material use in the class has to be a good one. It is also important for the publisher to make sure that the textbook has to be compatible with the newest curriculum and appropriate with the age of the students. Evaluation of the textbook is necessary to improve the book to the better version. Publisher of a textbook should consider some aspects in creating and developing an English textbook, years of study are needed in order to know what students' need and their dynamic ways of learning.

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