

ABSTRACT

Ismi Widayanti. 2010. *The Text Structures of the Reading Texts Found in "The Bridge English competence 3" (A Textbook for the Twelfth Year of Senior High School Published by CV. Yudhistira).* Final Project, English Department, Language and Arts Faculty, Semarang State University. Advisor: I. Drs. Ahmad Sofwan, Ph.D, II. Sri Wuli Fitriati, S.Pd.,M.Pd.

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Based on the 2006 Curriculum or the School-Based Curriculum (KTSP), the twelfth year of senior high school students, should be taught four text types: *narrative, explanation, discussion, and review texts*. Therefore, the textbook should provide those four text types in order to be relevant with the curriculum.

This study focuses on three purposes. The first is to find out the text types found in the analyzed textbook. The second is to find out how each of the reading text structured, including its social function, and its generic structures. The third is to find out how the elements of the lexico-grammatical features realized in the reading text.

The approach applied in this study is qualitative descriptive method. I select fourteen reading texts from the analyzed textbook as the data of the study. Then I classify them based on their text types. The next step is interpreting the texts in terms of each social function, generic structures, and lexico-grammatical features. Next, I compute and interpret the result. Finally, I draw some conclusions.

The study reveals that the analyzed textbook is not relevant with the curriculum due to the text types' choice. Thus, I suggest the English teachers consider which good book is used in their classes before applying it. It, of course, should be written in line with the curriculum. For further researchers, it is better to do the similar analysis or even develop the analysis started on the elementary textbooks since the elementary is the basic educational level in which pupils' English comprehension becomes crucial.