AN ANALYSIS ON READING PASSAGES OF ENGLISH TEXTBOOK
“LET’S TALK”
(A Descriptive Study at Second Year of SMPN 1 Gunung Sandur Bogor)

“The Skripsi”

Presented to the Faculty of Tarbiyah and Teachers’ Training in A Partial
Fulfillment of the Requirements for the Degree of S. Pd
in English Language Education

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In the name of Allah, the Beneficent, the Merciful.

All praises be to Allah, Lord of the World who has bestowed upon the writer in completing this “skripsi”. Peace and blessing be upon our Prophet Muhammad, his family, relatives, and all of his followers.

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Ciputat, December 2010

The Writer
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ABSTRACT

WIBAWA, IRPAN. 2010. An Analysis on Reading Passages of English Textbook “LET’S TALK” at Eight Grade of SMP Negeri 1 Gunung Sindur Bogor, Skripsi, English Education Department, Faculty of Tarbiyah and Teachers’ Training, UIN Syarif Hidayatullah Jakarta.
Advisor: Drs. Nasifudin Djalil, M. Ag

Key Words: Reading Passages, English Textbook, Genre, Curriculum

In teaching-learning activity both teachers and students need course book. Teachers need it as a guideline that provides a range of materials to present in a certain time. While students need it as students’ book in which hundreds of activities or exercises present gradually. Although it is not the only thing guarantying the success of teaching-learning process, it has an important role supporting the goal of the study.

The aim of this study is to find out the extent of which genres of reading texts in junior high school English textbook cover the principles of genre of texts (social function, schematic structure, and linguistic nature) recommended in the 2004 national curriculum.

The writer analyzed the data by looking at the reading texts presented in the English textbook and determined the genre of the texts. The writer then checked the data to see whether they correspond to the demands of the curriculum, whether the reading texts suggested by the curriculum such as descriptive, recount, and narrative. The social function, schematic structure, and linguistic feature are also checked according to each genre. The writer took 6 reading passages (2 of each genre) to be analyzed.

This study has shown that all reading passages presented in the English textbook “LET’S TALK” do not present the principles of genre especially in term linguistic feature (use of generic human and non-human participant, use of tenses, use of mental process, etc).
CHAPTER I
INTRODUCTION

This chapter presents background of the study, limitation of the study, formulation of the problem, method of the study, significance of the study, and organization of the skripsi.

A. Background of the Study

English as a means of communication spoken all over the world plays important roles in many fields of life such as economy, politics, education, etc. In economy, people know the term 'export' and 'import' which means getting and giving goods or services from one country to another country. It is, of course, accommodated by an international language, English. Like economy, politics also is a field of multi-lingual people in which there must be an international language connecting each other to express ideas and minds. Further more, education as the central of the development sees English as a device to access science and technology.

The need for English is increasing, particularly in Indonesia, the developing country, almost all educational institutions provide it in any gradual study either in formal or informal. It is easy to find an English course in a place. Some people see it as a commercial in which they can get much money without thinking over the use of English itself for Indonesia people. No matter what it is, English is important. To overcome this problem Indonesian linguists propose some instructive strategies in English language teaching.
There will be no doubt if English is formally become a compulsory lesson taught from elementary to secondary school even university in Indonesia. Based on the Minister of Educational and Culture decree No: 2 / 2003 dated December 12, 2003\(^1\), it is clearly said that English as the first foreign language is officially taught at Junior High School and Senior High School in Indonesia.

The goal of teaching English at SMP/MTs is to enable the students:

1. To develop communication skill in written and oral English of listening, speaking, reading, and writing.
2. To increase the consciousness about the roles and importance of English as one of foreign languages used in the world.
3. To develop students’ comprehension about the relation language and culture and take part in it\(^2\).

Globalization era changes the need of communication. People need to communicate to other who has different language, culture, and habit. Since then, the existing of international language, English is essential as a tool delivering and receiving message. It is no wonder the need for English is increasing in Indonesia, the developing country which needs to access science and technology written in English.

Teaching English has been developed since the government and Indonesian linguists realize that the result of English language teaching is out of the target. Changing the curriculum seems to be a regular program in which much funds and time are wasted. However, all attempts are unreliable carried out to make Indonesian students better in English. It means, they what it is called ‘communicative ability’. Students are expected to be able to communicate in both spoken and written language.

Reading is one of four main skills: listening, speaking, reading, and writing. It is a receptive skill, like listening. This means it involves responding rather than producing. But it can not be easily say that teaching reading is simpler than the two others: speaking and writing. Teachers must take account the role of reading in

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\(^2\) Depdiknas. *Standar Kompetensi*...p.5
society and the nature of reading as process. They must encourage the students to the various kinds of texts known as genre of texts, and teach them how to comprehend and read fluently.

In teaching learning process teachers usually teach reading by giving the students some texts and try to translate them all. They never care about the texts which they should give even to comprehend and pronounce them fluently. It is contrast with the 2006 National Curriculum, known as Kurikulum Tingkat Satuan Pendidikan (KTSP) or School Based Curriculum which says that students are expected to be able to read functional written texts and essays loudly in short and simple descriptive and recount form with good pronunciation and intonation related to the surroundings.³

The goal of teaching reading in the 2006 National Curriculum for the Second year of Junior High School is that the students are be able to understand contexts of various written texts such as narrative, descriptive, and procedure of reading passages. Schools are expected to teach students to be familiar with various passages that exhibit the three major functions of language: ideational, interpersonal, and textual. Ideational function serves to construct ideas and convey information; interpersonal function enables people to establish and maintain relationship between them; textual function serves to create coherent and cohesive written or spoken texts.

To facilitate the goal of teaching reading above there are many textbooks established by some publishers. The extent of textbooks is very important as guidance both to the teachers and the students. The English textbooks do not only consist of many reading passages but also provide the demand of the National Curriculum on them such as social function, generic structure, and significant lexicogrammatical features which are very important to students to understand the reading passages more comprehensively. In fact, it is difficult to find English textbook provided the demand of the 2006 National Curriculum.

There are many English textbooks which have been written and produced for various levels of students. The importance of using textbooks for academic

³ Depdiknas. Standar Kompetensi...p.7
purposes has encouraged many publishers to produce textbooks that will be used in schools. They offer a variety of textbooks including English textbooks. Thus, teachers should be able to select and use the appropriate English textbook to be used in class. Sometimes, it is the responsibility of the teachers to select the textbook they will use in a given class.

A good English textbook is readable, understandable and comprehensible for students. It is easy to read and understand. It will motivate them to learn English. If they have difficulty to understand the textbook, they usually get bored and it will make them frustrated in learning English. Therefore, they should have motivated exercises to make the students interested in doing the tasks. They will do the exercises because they want to not because they have to.

Selecting English textbooks, therefore, is very important to teachers as facilitators of the teaching-learning process. They have to take account all aspects of the textbooks the ins and outs. Alan Cunningsworth says that

“...there are certain general principles, based on good language-teaching practice, which will help us in our task of evaluating coursebooks.”

1. Relate the teaching materials to your aims and objectives
2. Be aware of what language is for and select teaching materials which will help equip your students to use language effectively for their own purposes.
3. Keep your students’ learning needs in mind.

Consider the relationship between language, the learning process and the learner.4

From the discourse above the writer is curious to find out how far those principles of reading passages are considered in English textbook for Junior High School in Indonesia. The writer tries to analyze an English textbook used in second year of Junior High School under the title A ANALYSIS ON READING PASSAGES OF ENGLISH TEXTBOOK “LET’S TALK” AT THE SECOND

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B. Limitation of the Study

This study only focuses on the analysis of the reading texts found in the second year of Junior High School textbook, in terms of the genres (descriptive, recount and narrative texts) of reading texts and the presentation of the texts in the second year English textbook for Junior High School. The writer tries to analyze such as social function, generic structure, and significant lexicogrammatical features of the reading passages presented in that textbook.

C. Formulation of the Problem

In this study, the writer plans to analyze the English textbook used at the second year of SMP NEGERI 1 GUNUNG SINDUR. The main problem of this study is: “Is the content of reading passages of LET’S TALK textbook used by the students at the second year of SMP NEGERI 1 GUNUNG SINDUR already in line with the latest syllabus suggested and Guideline in English Textbook Assessment recommended by PUSKUR DIKNAS?” The analysis to be carried out will be in line with the following questions:

1. Are the reading passages of the English textbook used at SMPN 1 GUNUNG SINDUR in line with the latest syllabus suggested and Guideline in English Textbook Assessment recommended by PUSKUR DIKNAS?

D. Method of the Study

The approach in this study is qualitative because the data collected consists of reading texts taken from the second year Junior High School English textbook. The research involves description and analysis of the data collected and the demands of reading in the 2006 National Curriculum in the form of the genre of
reading and their characteristics of the guidance of the analysis.

The object of the research focuses on reading passages of the second year of English textbook used by the teachers and the students of SMPN 1 Gunung Sindur, namely “LET’S TALK for Junior High School Grad VIII written by Bachtiar Bima M, and Cicik Kurniawati published by PAKAR RAYA 2005”.

E. **Significance of the Study**

The findings of this study are expected to provide better insight for both the teachers and the principles on how to select and choose the better English textbook to be used in teaching learning activity.

Besides, the result of the study is hoped to enrich the teachers’ knowledge of English textbook analysis, and it can be used as a reference for the next researchers who are interested in developing similar study.

F. **Organization of the Skripsi**

This skripsi is divided into four chapters. Chapter one is introduction which includes background of the study, limitation of the study, formulation of the study, method of the study, significance of the study, and organization of the skripsi.

Chapter two is theoretical framework. It provides some theories related to the research problem, to support this research.

Chapter three is research methodology and findings. It provides the objectives of study, time and place, design of the study, technique of data collecting, technique of data analysis, data descripti, data analysis, and interpretation of data.

Chapter four is conclusion and suggestion. It is divided into conclusion and suggestion.
CHAPTER II
THEORITICAL FRAMEWORK

This chapter discusses the concept of reading, the purpose of reading, genre of reading texts, the characteristics of narrative, descriptive, and recount texts, the 2006 national curriculum, and the competency standard of English lesson (reading) in junior high school.

A. Reading

1. The Concept of Reading

Reading is one of four English skills; Listening, Speaking, Reading, and Writing. As a component of communication which includes spoken and written language it plays an important role in education. It is known that reading is the key of knowledge. Those who want to get knowledge, just read books in which science and technology are presented. By reading a book one can get information such as sciences, sports, arts and cultures, educations, and etc. Clark said that, “reading is a telescope, because rough it one can look the
distant stars, planets, and speculate about life upon them. Reading is a microscope, because through it we can not only examine the chromosomes, but also the atoms. Reading is a never-ending wide screen. Similar with Clark, Peter Streven said that “reading is a skill of great importance to the student because it provides him to access to great quality of further experience of the language and gives him a window into the normal means of continuing his personal education”.

It can be concluded that by reading people can reach the world. Without going to a place one can know the information about it; where it is, what it looks like, or how to get there. For the students who want to continue their study, it is very easy to know the school or university which is in line with their educational background. Now they just need to click some themes on the screen then hundreds of the information rise automatically.

In reading process, a reader has to construct meaning and connect her/his knowledge with the text she/he is reading. A reader tries to interpret what message the writer means. This because reading point is to get the idea of the reading passage served on any kinds of texts. In this case, Christine Nuttal said that, “reading is a meaningful interpretation of printed or written verbal symbol. It means that reading is a result of the interaction between the perception of graphic symbols that represent language and readers’ language skills, cognitive skills, and knowledge of the word. In process the reader tries to create the meanings intended by the writer.” Furthermore, Anderson said that “reading is the process of constructing meaning from written texts. It is also a complex skill requiring the coordination of a number of interrelated sources of information”.

However, reading is a complex activity involving many aspects and skills.

It does not merely try to translate word by word, sentence by sentence, paragraph by paragraph, but it makes a connection of ideas between the reader and the writer to get understanding and comprehension. It means that the reader gets what the writer implies or what it is called the writer's message.

2. The Purpose of Reading

The purpose of reading is to get the idea of meaning from the written text. One of the most important tasks of the reader is to find out what the writer said. In this case, Harris and Smith said that, “Purpose for reading similar for beginner and the mature of reader. The level of thought that is required to achieve the same reading purpose varies with the difficulty of selection and the skills of the reader different authorities suggest a variety of purposes for reading”.

A person reads a text to learn, to find out information, to be entertained, to reflect, or as religious practice. The purpose for reading is closely connected to a person's motivation for reading. It will also affect the way a book is read. The essential purpose of reading generally is to get new information or pleasure. Reading for information is reading that it is done without stopping to analyze the grammatical structures, understanding the structure without thinking about it. It requires understanding the meaning of passage. However, purpose of reading is to make connections between what is already known and what is needed to know. If readers do not know anything about the subject they are reading, then pouring the words of texts into readers' mind is like pouring water into hand. They do not retain much. For instance, students who are keen on football will be very easy on reading football pages because of their interests and their knowledge about it. They easily connect the ideas on the pages to what they have already known. This leads to the term of reading for pleasure or joyful reading which is very effective on reading comprehension.

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Rivers and Temperealy listed the following examples of some of the reasons that students may need to or want to read.

a. To obtain information for some purposes or because we curious about some topics
b. To obtain instruction how to perform some tasks for our work or daily life (e.g. knowing how appliance works)
c. To keep in touch with friends by correspondence or to understand business letters
d. To know when or where something will take place or what is available
e. To know what is happening or has happened (as reported in newspapers, magazines, and reporters)
f. For enjoyment or excitement

Other linguist proposed the purpose of reading in term the purpose of reading is finding main idea, finding supporting detail, grasping the authors plan of organization, following a sequence of event or thought and critically apprising the author's work.”

It means that people read in order to comprehend what they are reading, and it can be simplyaid that comprehension is finding the main idea or general meaning of the text. Getting the main idea eases the reader to understand or to interpret the message meant by the writer. Moreover, getting the main idea makes the reader effectively uses the time as efficient as possible. A reader does not need to read all the passages thoroughly which wastes much time. Without looking at all the words or sentences of a paragraph she/he can predict what is going on the next, even conclude the whole passages.

3. Genre of Reading Texts

There are many ways proposed by some linguist to ease entry in learning English. They look for the best way by which students get what it is called “communicative ability”. Students are hoped to be able to communicate

whether at spoken or written language. At the English ills; listening, speaking, reading, and writing, particularly at reading, that the writer is going to propose some linguists recognize kinds of texts known as genre of texts. Genre is a term which leads to the kinds of texts that has many different characteristics. Text is a tool of communication connecting the writer's purpose to the reader. Rudi Hartono said that “when words are put together to communicate a meaning, a piece of text is created. Text is a unit of meaning which is coherent and appropriate for its context”.

Similar with Hartono, Mark Anderson and Kathy Anderson gave a clear definition of text “texts are pieces of spoken or written language created for a particular purpose. When we spoke or write, we create text. When we listen, read or view text, we interpret them for meaning”.

It can be said that text is a media of communication between the writer and the reader, and the speaker and the listener. Due to the importance of text or genre in the English teaching, students need to know the variety of reading material to widen their knowledge of language. Students need the opportunity to explore various genre texts as a part of the process of their reading development to learn and explore the strategies from many different kinds of texts into a single story or idea.

There are many kinds of genre such as narrative, descriptive, recount, etc. Larson distinguishes seven basic genres to be discussed: narrative, procedural, expository, hortatory, descriptive, repartee, and dialogue. While Rudi Hartono divides genres into recount, report, analytical Exposition, news item, anecdote, narrative, procedure, description, hortatory exposition, explanation, discussion, review, and commentary.

These various kinds of genres have to be proposed to the students gradually.

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11 Rudi Hartono, SS., M. Pd., Genre of Texts, (Unpublished, Semarang Stated University English Department Faculty of Language and 2005), p.64
14 Rudi Hartono, SS., M. Pd., Genre of Texts...p.35
based on their year and grade. Besides genre enriches students' vocabulary, it is also a way to press students' boring if they have to read the same kind of texts everyday. By having genres students will find different situation while reading them. In narrative for example, students read the text while have a laugh or even cry for a minute because of the story they are reading. On the other hand, in descriptive, students try to imagine something they find while reading it. And it is very important to make connection between students' minds and writer's purpose.

4. The characteristics of Descriptive, Recount, and Narrative Texts
   a. Descriptive Text

   Descriptive text differs from narrative text. If narrative tells a series of story, descriptive describes a particular person, place or thing. It is more factual rather than fictive. Grygel says that descriptive text paints word pictures of particular people, places, or things.\(^{15}\)

   According to Mark and Kathy Anderson, the purpose of descriptive text is to tell about the subject by describing its features without including personal opinions.\(^{16}\) Thus, descriptive tells about features of person, place or thing in such a way it is. It is intended to make reader feel like she or he is part of the experience presented on the text. There can also be a final concluding section that signals the end of the description.

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Characteristics of Descriptive Text

Social functions
To describe a particular person, place or thing

Schematic structures
Identification, description.

Linguistic features
◆ Focus on specific participants
◆ Use of attributive and identifying processes
◆ Frequent use of epithets and classifier in nominal groups
◆ Use of simple present

The example of Descriptive Text:

Kitty, My Cute Cat
One of the most interesting and adorable animals in the world is a cat. I have a little cute cat, I call it Kitty. It is so small and fat. I like its fur because it is so smooth and it has two colors, yellow and brown. Her mother left it my garden at night.
Kitty is so active. She always follows me wherever I go. She never bites anyone, she always sleeps in my bed. She likes eating fish and meat but she doesn't like drinking milk. I love Kitty very much. She is getting prettier day by day and grows up very fast.

For more detail information about the text see appendix

b. Recount Text

When a person tells what she or he did yesterday whether it is presented in written or spoken form, it is called recount. A recount is a piece of text that retells past events, usually in the order in which they happened\(^\text{17}\). It begins by telling the reader who was involved, what

\(^{17}\) Mark Anderson and Kathy Anderson.....p35
happened, where the event took place and when it happened. The sequence of events is then described in some sort order e.g. time. There might be a summary at the end of the story, usually it tells what the writer feels; happy, satisfied, sad, etc.

The purpose of recount is to provide the audience with a description of what occurred and when it occurred. Although recount tells about past events, it differs from narrative. Recount only tells chain of events in which there are no complication and resolution.

<table>
<thead>
<tr>
<th>Table 2.2</th>
<th>Characteristics of Recount Text</th>
</tr>
</thead>
<tbody>
<tr>
<td>Social functions</td>
<td>To retell events for the purpose of informing or entertaining</td>
</tr>
<tr>
<td>Schematic structures</td>
<td>Orientation, events, reorientation</td>
</tr>
<tr>
<td>Linguistic features</td>
<td>♦ Focus on individual participants</td>
</tr>
<tr>
<td></td>
<td>♦ Use of past tense</td>
</tr>
<tr>
<td></td>
<td>♦ Focus on temporal sequence of events</td>
</tr>
<tr>
<td></td>
<td>♦ Use of material (or action) clauses</td>
</tr>
</tbody>
</table>

The example of Recount Text:

The Swimming Competition
Last year I participated in a swimming competition at the sri swimming pool. It was held to commemorate the 50th anniversary of my school. My friends and I went to the swimming pool by car. When I arrived there, the committee told us to sit in the big hall. There were many other participants waiting at the hall. They came from many different schools.
The first race was the butterfly stroke. I finished in the second place and won a silver medal. My next race was the freestyle. I came in third, so I got a bronze medal.
Later, my friend competed in the backstroke and he won. Our friends
cheered so hard for our team that they nearly lost their voices. We were so tired after the competition that we fell asleep in the car. It was the first time I had taken part in a swimming competition. I was so happy because I won two medals.

For more detail information about the text above see appendix 2.

c. Narrative Text

Narrative is a kind of text which presents series of events. It begins with orientation and ends by resolution. Generally narrative text tells about legends, tales, or imaginative stories. According to Chatman, narrative is the telling of a story or communication of a chain of events, fictive or real. Aspects of narrative include how the story is told, the context in which it is presented, and the construction of the story.\footnote{Chatman, S. and B. Atterbery, Reading Narrative Fiction, (New York: Mcmillan, 1993) p.15}

The purpose of narrative text is to amuse or entertain the reader. In narrative the readers are presented interested story in which there are conflicts and resolution of the conflicts. If the readers do not read fully the text, they will be very curious of the end of the story or how the main character solves the problem.

As its function to amuse or entertain the reader there must be problems in narrative. This makes the story presented by narrative interesting and exciting to read. Thus, by reading narrative text students are expected to be keen on reading and tireless on doing it. Besides, this text recognizes students to the cultural aspect of language which can enrich students' knowledge of language.

<table>
<thead>
<tr>
<th>Table 2.3</th>
</tr>
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<tbody>
<tr>
<td>Characteristics of Narrative Text</td>
</tr>
<tr>
<td>Social</td>
</tr>
</tbody>
</table>

\footnote{Chatman, S. and B. Atterbery, Reading Narrative Fiction, (New York: Mcmillan, 1993) p.15}
Schematic
structures

Linguistic
features

♦ Focus on specific participants
♦ Use of past tense
♦ Use of temporal conjunctions and temporal circumstances
♦ Use of material (or action) processes
♦ Use of relational and mental processes

The example of narrative text:

A Wolf and a Crane

One day a wolf was having his dinner. He was so greedy he ate so quickly that a bone stuck in his throat. He tried hard to get it out, but he failed. Then he went to a crane and said: “Good morning Miss Crane. Will you help me to do something?”

“What can I do for you, Mr. Wolf?” asked the Crane. “I have a bone stuck in my throat. You have a long bill, so you can get it out.” said the wolf.

“If you do it for me, I will give you a reward”, he added. “Let me try”, said the crane. “It is not difficult to do it.”

The wolf opened his mouth widely. The crane put her in and drew out the bone.

“Now will you give your reward, please?”

“Reward?” said the wolf. “Don’t talk about that. You should be thankful to me. Although you put your head into my mouth, I didn’t bite it off. What more do you want?”

For more detail information about the text above see Appendix 3

B. Curriculum

1. The 2006 National Curriculum

English is a tool to communicate in spoken and written. Communicate means to comprehend and to express many information, taught, feeling and also to develop students’ science, technology, and cultural language itself.
The ability to communicate generally means the verbal ability. In education matter, English is used as a tool to communicate in order to access all information, and in daily matter as a tool to increase interpersonal, exchange information and also to comprehend languages esthetic in English culture.

Curriculum always changes, as the students' needs also always change from time to time in accordance with the changing of the science and technology. Therefore, to meet the students' need, the 1994 Curriculum has been replaced by the 2004 Curriculum or Competency Based Curriculum, and then it is replaced by the 2006 Curriculum which is known as Kurikulum Tingkat Satuan Pendidikan (KTSP) or School Based Curriculum. This new curriculum has been applied in Indonesian cities since the 2006 academic year.

In KTSP, English subject has a function as a mean to communicate for accessing the information and in the daily life regard to build interpersonal relation, to exchange information, and also to enjoy the esthetic the English culture.

The instructional materials should be specific, clear, accurate, and up to date. And the four competences should be delivered by integrated and meaningfulness. The Guideline for English Textbook Assessment for Junior High School Based on 2006 English Curriculum decided for textbook material coverage should consist of several aspects, they are as follows:

a. The material should be in line with curriculum recommended and standard competences are that discourse competence, linguistic competence, socio cultural competence, and strategic competence should be presented. Therefore, approach educationally and socially acceptable to the target community.

b. The actional competencies (listening, speaking, reading and writing or at least it combines between two language components) should be presented by integrated and fluency practice in all skills.

b. The materials should be coverage of varied genre, and they should
be appropriate with systematically coverage of syllabus.\textsuperscript{19}.

The materials comprise the aspects of linguistic competence (phonology, grammar, vocabulary and semantic), these are groups under the headings (coverage, texts, tasks, activities, exercise early organized and graded (sequence by difficulty).

Varied topics and tasks, so as to provide for different learner levels, learning style, interest. Furthermore, they encourage learners to develop own learning strategies and to become independent in their learning.

The material coverage is that scientific knowledge, skills and behavior that support in acquiring life skills.

There are also three major functions of language: ideational, interpersonal and textual. Ideational function serves to construct idea and convey information; interpersonal function enables people to establish and maintain relationships between them; textual function serves to state coherent and cohesive written or spoken texts. From the pedagogical perspective, language development should lead students to be able to express ideational meaning, interpersonal meaning, and textual meaning. In this curriculum, meaning is reflected in the basic competence principle of each skill such as ideational function dominates written language, interpersonal function dominates spoken language and textual function will reflect in both language modes in term in language setting. There are two kinds of context in this language function: cultural context and situational contexts. A cultural context bears a variety of texts which people know and accept, for example, when people hear 'recipe' they will imagine the setting and the language which generally used in 'recipe' in their culture. Simply put, a cultural context bears variety of genre.

The objectives of teaching English at Junior High School included MTS based on 2006 English Curriculum are as follows:

a. To develop communication skill in English written and . It

comprehends listening, speaking, reading and writing.

b. To increase the consciousness about the meant and important of English as one of foreign language used most in the world.

To develop students' comprehension about the relation of language and culture. Therefore students will have knowledge about cross culture and take part in it.

The national curriculum provides the genres of the text and their characteristics as well. Genres mentioned in the curriculum are descriptive, recount, and narrative which are used for the second year of junior high school.

Table 2.4
Standar Kompetensi Bahasa Inggris pada keterampilan Membaca Kelas 2 SMP
Tahun 2006

<table>
<thead>
<tr>
<th>Standar Kompetensi</th>
<th>Kompetensi Dasar</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Membaca</td>
<td></td>
</tr>
<tr>
<td>Memahami makna teks tulis fungsional dan esai pendek sederhana berbentuk descriptive dan recount yang berkaitan dengan lingkungan sekitar</td>
<td>1.1 Membaca nyaring bermakna teks tulis fungsional dan esai berbentuk descriptive dan recount pendek dan sederhana dengan ucapan, tekanan dan intonasi yang berterima yang berkaitan dengan lingkungan sekitar</td>
</tr>
<tr>
<td></td>
<td>1.2 Merespon makna dalam teks tulis fungsional pendek sederhana secara akurat, lancar dan berterima yang berkaitan dengan lingkungan sekitar</td>
</tr>
<tr>
<td></td>
<td>1.3 Merespon makna dan langkah retorika dalam esai pendek sederhana secara akurat, lancar dan berterima yang berkaitan dengan lingkungan sekitar dalam teks berbentuk descriptive dan recount</td>
</tr>
</tbody>
</table>

20 Depdiknas, Standar Kompetensi..., P. 131.
2. Membaca
Memahami makna dalam esei pendek sederhana berbentuk recount, dan narrative untuk berinteraksi dengan lingkungan sekitar

2.1 Membaca nyaring bermakna teks fungsional dan esei pendek sederhana berbentuk recount dan narrative dengan ucapan, tekanan dan intonasi yang berterima yang berkaitan dengan lingkungan sekitar

2.2 Merespon makna dalam teks tulis fungsional pendek sederhana secara akurat, lancar dan berterima yang berkaitan dengan lingkungan sekitar

2.3 Merespon makna dan langkah retorika dalam esei pendek sederhana secara akurat, lancar dan berterima yang berkaitan dengan lingkungan sekitar dalam teks berbentuk recount dan narrative

2. The Competence Standard of English Lesson (Reading) in Junior High School

To do verbal and written communication in suitable language choice accurately and properly involves many genre of texts such as descriptive, recount, and narrative, the curriculum provides not only the genres but also their characteristics.

Table 2.5

The Genre of Texts and Their Characteristics

<table>
<thead>
<tr>
<th>GENRE</th>
<th>SOCIAL FUNCTION</th>
<th>GENERIC STRUCTURE</th>
<th>SIGNIFICANT LEXICOGRAMMATICAL FEATURES</th>
</tr>
</thead>
</table>
From the table above, it is obvious that the 2006 National Curriculum for English Lesson at Junior High School has a distinct characteristic that is the reading texts are based on genres. The point is students are expected to
comprehend the characteristics of each genre. Each genre has somewhat different structure.

CHAPTER III
RESEARCH METHODOLOGY AND FINDINGS

This chapter discusses research methodology; objective of the study, time and place, technique of data collecting, and technique of data analysis; research findings; data description, data resource, data analysis, and interpretation of data analysis.

A. Research Methodology

1. Objective of the Study
The goal of this study is to find out the strengths and weaknesses of reading texts in the second year English textbook for Junior High School by examining how far the reading passages presented in LET’S TALK meets the criteria of passages stated in the 2004 National Curriculum for the second year of Junior High School.

2. Time and Place
The research is conducted at SMPN 1 Gunung Sindur which is located in Jalan Pendidikan No. 10 Gunung Sindur Bogor. The research was started from 2009 until 2010. The writer only borrows the English textbook of the second year of SMPN 1 Gunung Sindur to be analyzed. The writer took this school because it
was the school where he learnt in 1998-2000.

3. **Technique of Data Collecting**

The English textbook “LET’S TALK” consists of 19 texts (5 descriptive texts, 4 narrative texts, 7 recount texts, and 3 anecdotal texts). The writer took out 6 texts (2 descriptive texts, 2 narrative texts, and 2 recount texts) of the book randomly. Firstly, he collected all texts and divided into three groups of texts: descriptive, narrative, and recount texts. Then he took two of each group without looking at the name of the text. Finally, there were 6 texts rose as the samples to be analyzed. They are “The Giraffe” and “Dengue Fever” for descriptive texts, “My Twin Sister” and “Fishing in the Harbor” for recount texts, and “Lonely Porcupine” and “Five-Footed Bear” for narrative texts of the book randomly. He used the 2006 National Curriculum as the guideline of the analysis which demands some criteria for reading lesson to be presented.

4. **Technique of Data Analysis**

In this study, the researcher analyzed this English textbook by using document analysis. This analysis then evaluated based on the criteria by Competence Based Curriculum and theories proposed by Cunningham Worth and Alwasilah. The following steps are implemented.

a. The criteria are determined and designed in the form worksheet
b. The English textbook is evaluated based on the criteria
c. The evaluation of the textbook is coded by checklist on the criteria sheet
d. The data gained from the evaluation are interpreted

The writer analyzed the data by looking at the reading texts presented in the English textbook “LET’S TALK” and determined genre of the texts. Having determined the genre of text, it can be known whether the texts
presented in the book meet the criteria recommended by the Curriculum. The social function, schematic structure, and lexicogrammatical features of the text were also checked according to each genre.

B. Research Findings

1. Data Description

The source of data is the reading texts found in the second year of SMP Negeri 1 Gunung Sindur: LET'S TALK for Junior High School grade seven authored by Bhachtia Bima and Cilik Kurniawati, published by PAKAR RAYA.

This English textbook comprises 8 reading lessons in which there are 19 reading texts in the form narrative, descriptive, recount, and anecdote.

<table>
<thead>
<tr>
<th>Title</th>
<th>Genre of text</th>
<th>Activity of reading</th>
</tr>
</thead>
<tbody>
<tr>
<td>Giraffe</td>
<td>Descriptive</td>
<td>♦ Read the text</td>
</tr>
<tr>
<td></td>
<td></td>
<td>♦ Study the structure of the text</td>
</tr>
<tr>
<td>Porcupine</td>
<td>Narrative</td>
<td>♦ Read the text aloud using proper pronunciation</td>
</tr>
<tr>
<td></td>
<td></td>
<td>♦ Study the structure of the text</td>
</tr>
<tr>
<td></td>
<td></td>
<td>♦ Answer the questions that follow</td>
</tr>
</tbody>
</table>
Five-footed Bear  Narrative  ♦ Read the text
♦ Rewrite the story using your own words
♦ Follow the structure

My Twin Sister  Recount  ♦ Read the text
♦ Understand the explanation
♦ Answer the questions that follow
♦ Work in pairs

Fear of Flying  Narrative  ♦ Read the text
♦ Recognize the text
♦ Work in pairs
♦ Read the text
♦ Recognize the text

Cinderella  Recount

My Secret Alias  Anecdote  ♦ Read the text
♦ Answer the questions
♦ Study the explanation

The Latest Fashion  Anecdote  ♦ Read the text
♦ Determine abstract, orientation, crisis, reaction, and coda

A polite request  Anecdote  ♦ Read the text
♦ Rewrite using own words
♦ Consult with teacher
<table>
<thead>
<tr>
<th>Title</th>
<th>Type</th>
<th>Tasks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dengue fever</td>
<td>Descriptive</td>
<td>♦ Read the text</td>
</tr>
<tr>
<td></td>
<td></td>
<td>♦ Study the structure of the text</td>
</tr>
<tr>
<td></td>
<td></td>
<td>♦ Answer the questions that follow</td>
</tr>
<tr>
<td>Mark twain</td>
<td>Descriptive</td>
<td>♦ Read the text</td>
</tr>
<tr>
<td></td>
<td></td>
<td>♦ Answer the questions</td>
</tr>
<tr>
<td>Smart health clinic</td>
<td>Descriptive</td>
<td>♦ Read the text</td>
</tr>
<tr>
<td></td>
<td></td>
<td>♦ Answer the questions</td>
</tr>
<tr>
<td>Rapunzel</td>
<td>Narrative</td>
<td>♦ Read the text</td>
</tr>
<tr>
<td></td>
<td></td>
<td>♦ Study the structure of the text</td>
</tr>
<tr>
<td>Fishing in a harbor</td>
<td>Recount</td>
<td>♦ Read the text</td>
</tr>
<tr>
<td></td>
<td></td>
<td>♦ Compare the text</td>
</tr>
<tr>
<td>Summertime in America</td>
<td>Recount</td>
<td>♦ Read the text</td>
</tr>
<tr>
<td></td>
<td></td>
<td>♦ Compare the text</td>
</tr>
<tr>
<td>Diving in Bunaken Island</td>
<td>Recount</td>
<td>♦ Read the text</td>
</tr>
<tr>
<td></td>
<td></td>
<td>♦ Use dictionary if necessary</td>
</tr>
<tr>
<td></td>
<td></td>
<td>♦ Pay attention to the structure of the text</td>
</tr>
<tr>
<td></td>
<td></td>
<td>♦ Answer the questions that follow</td>
</tr>
<tr>
<td>Barbecue in the Park</td>
<td>Recount</td>
<td>♦ Read the text</td>
</tr>
<tr>
<td></td>
<td></td>
<td>♦ Identify the elements of the text (orientation, events, re-orientation)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>♦ Answer the questions</td>
</tr>
</tbody>
</table>
2. Data Analysis

The writer tried to analyze the collected data quality by looking at the reading texts presented in the English textbook “LET’S TALK”. The data then was checked to see whether they was in line with the demands of curriculum, whether the reading texts recommended by the curriculum or not.

The Analysis of the Genre of Reading Texts:

a. Descriptive Text

The writer presented the analysis of descriptive text “Giraffe” and “Dengue Fever” taken out from the English textbook unit I and VIII. The analysis is done in terms of social function, generic structure, and lexicogrammatical feature of the text.

Text 1 of Descriptive Texts “The Giraffe”

The Giraffe

One of the most interesting animals in the zoo is the giraffe. This is the giraffe we saw at the zoo. It is male and it is about six meters tall. The giraffe has big brown eyes. They are protected by thick lashes. This giraffe has brown spot on the skin. This coloring helps protect the giraffe. It also has two short horns on its head.
Like camel, it can go for a long time without drinking water. One source of
water is the leaves which it eats from trees. It is tall, so the giraffe can reach
the tender leaves at the top of a tree.
The giraffe has two methods of self protection. If something frightens an
adult giraffe, it can gallop away at about fifty kilometers per hour or stay to
fight with its strong legs.

Table 3.2
Characteristics of Descriptive Text “Giraffe”

<table>
<thead>
<tr>
<th>Social function</th>
<th>Generic structure</th>
<th>Significant lexicogrammatical features</th>
</tr>
</thead>
<tbody>
<tr>
<td>To describe a</td>
<td>Identification: One of the most interesting animals in the zoo is the giraffe.</td>
<td></td>
</tr>
<tr>
<td>particular</td>
<td>Description: the giraffe has big brown eyes. They are protected by very thick lashes.</td>
<td></td>
</tr>
<tr>
<td>person, place or thing</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Text 2 of Descriptive texts “Dengue Fever”

Dengue Fever

Dengue fever is one of the most dangerous diseases in the world.
Dengue fever is endemic in most tropical countries of the South Pasific, Asia, the Caribbeans, the Americas and Aficas.
This disease rapidly spreads in the most tropical urban areas of the world.
It means people in these areas have high risks of infection of the disease.
Dengue fever is caused by a virus. The virus is transmitted into humans by the bite of infected mosquitoes, usually Aedes Aegypti. In other words, the disease can not be spread directly from person to person.
The disease is characterized by high fever, severe headache, backache, joint, and muscle pains. Sometimes, many patients get aseas, vomiting,
and a rash on arms, face and legs. There is no specific treatment for the disease.

### Table 3.3
Characteristics of Descriptive Text “Dengue Fever”

<table>
<thead>
<tr>
<th>Social function</th>
<th>Generic structure</th>
<th>Significant lexicogrammatical features</th>
</tr>
</thead>
<tbody>
<tr>
<td>To describe a particular person, place or thing</td>
<td>Identification: Dengue fever is one of the most dangerous diseases in the world.</td>
<td>♦ focus on specific participants</td>
</tr>
<tr>
<td></td>
<td>Description: Dengue fever is endemic in the most tropical countries of the South Pacific, Asia, the Caribbean, the Americas and Africa.</td>
<td>♦ use of attributive and identifying processes</td>
</tr>
<tr>
<td></td>
<td>♦ frequent use of Ephitets and Classifiers in nominal groups</td>
<td>♦ use of simple present tense</td>
</tr>
</tbody>
</table>

### b. Recount Text

The writer presented the analysis of descriptive text “Twin Sister” and “Fishing in the Harbor” taken out from the English textbook unit III and VII. The analysis is done in terms social function, generic structure, and lexicogrammatical feature of the text.

Text 1 of Recount Texts “My Twin Sister”

**My Twin Sister**

Hi, I'm Jedi. I have a twin sister, named Jada. We were born on August 5, 1992. We are in the eighth grade now. Jada and I do everything together. We are in the same class. We are so alike. We look
the same. We always get other people confused. This really makes Jada and I laugh. Teachers and friends always get us mixed up at school. Even our father has trouble telling us apart. Our mother doesn’t. She always knows which twin is which. Jada and I often try to confound her, but it has never happened.

One day our teacher told our mother to get one of us a different haircut, so that he could tell us apart. Jada and I were horrified we didn’t want to look different. We liked looking the same.

Our mother came to rescue, and refused to make us cut our hair. We were happy just the way we were and didn’t want to change. Our dad just shook his head. He would have to stay confused. Jada and I didn’t care.

We knew which one was which, and that was all that mattered.

Table 3.4
Characteristics of Recount Text “My Twin Sister”

<table>
<thead>
<tr>
<th>Social function</th>
<th>Generic structure</th>
<th>Significant lexicogrammatical features</th>
</tr>
</thead>
<tbody>
<tr>
<td>To retell events for the purpose of informing or entertaining</td>
<td>Orientation: Hi, I’m Jedi. I have a twin sister, named Jada.</td>
<td>♦ focus on specific participants</td>
</tr>
<tr>
<td></td>
<td>Event 1: one day our teacher told our mother to get one of us different haircut, so that he could tell us apart.</td>
<td>♦ use of material processes</td>
</tr>
<tr>
<td></td>
<td>Event 2: our mother came to the rescue, and refused to make us cut our hair.</td>
<td>♦ circumstances of time and place</td>
</tr>
<tr>
<td></td>
<td>Re-Oriented: we knew which one was which, and that was all that mattered.</td>
<td>♦ use of past tense</td>
</tr>
</tbody>
</table>

Text 2 of Recount texts “Fishing in the Harbor”
Fishing in the Harbor

Last New Year's Eve my family joined some other families on a fishing trip at Greenwich harbor to welcome the New Year. We went fishing so we could stay up late.
On our way to the harbor, we bought beef mince at the butcher's. We used the mince as bait. My parents' friends brought the fishing rods for us to use. When we got to the harbor, some families were already there. We were a bit late because we tried to find our way to the harbor and got a bit lost. We started a fishing competition. We agreed that whoever got the most fish would keep all the fish caught that night. Apparently, no one caught any big fish. We caught mostly small yellowtail fish. After fishing for nearly three hours, my mom got the most fish. All the participants gave all their fish to us. We came home with a bucketful of fish. It was not bad at all.
The next morning, we enjoyed some fresh fried yellowtail fish with steamed rice for breakfast. That was very special because we had never had fried yellowtail fish for breakfast before.

Table 3.5
Characteristics of Recount Text “Fishing in the Harbor”

<table>
<thead>
<tr>
<th>Social function</th>
<th>Generic structure</th>
<th>Significant lexicogrammatical features</th>
</tr>
</thead>
</table>
To retell events for the purpose of informing or entertaining

Orientation:

Last New Year’s Eve my family joined some other families on a fishing trip at Greenwich Harbor to welcome the New Year.

Event 1: on our way to the harbor, we bought some beef mince at the butcher’s.

Event 2: The next morning, we enjoyed some fresh fried yellowtail fish.

Re-Orientation: that was very special because we had never fried yellowtail fish for breakfast before.

c. Narrative Text

In this book there are 4 narrative texts; “Lonely Porcupine”, “Five-Footed Bear”, “Cinderella”, and “Repunzel”. The writer took out 2 texts to be analyzed namely “porcupine” and five-footed bear” from the English textbook unit II and III. The analysis is done in terms of social function, generic structure, and lexicogrammatical feature of the text.

Text 1 of Narrative Texts “Lonely Porcupine”

Lonely Porcupine

There was a porcupine named Landi. He was lonely. No one wanted to play with him because they were afraid of his spikes.

“Dear Landi. We don’t want to play with you because your spikes are too
sharp. We don't want you to hurt us,” said Cici the rabbit one day.
“Cici is right, Landi. It is not because you are bad or rude to us. No, Landi!
Just because of your spikes. They will stab us when we come close to you,” said Tito the rooster.
Landi felt lonely. He murmured, “Why don't they want to play with me?”
Landi spent most the time day dreaming at the river bank. “I would have
lots of friends and play with them if no spikes were on my body. I would
be happy. I would not be lonely like this. What a sham.”
Suddenly, Kuku the turtle appeared from the river. He came to Landi and
said, “Landi, what are you thinking of?”
“oh, nothing,” Landi replied.
“Don't lie to me, Landi. Please tell me your problem. I know I can
help you,” Kuku said wisely. Then he sat beside Landi. He was not afraid
of Landi's spikes.
Shortly, Landi told Kuku his problem. Kuku nodded his head. He said,
“Poor you. But it is not your fault. I know, your spikes are very useful and
helpful to you. Your friends will realize it some day. Trust me, Landi.”
“Thanks, Kuku. You are really my best friend. You are the only one here
who wants to be my friend.”
One day, Sam the frog held his birthday party. He invited all his friends,
including Landi. But he decided not to come. He didn't want to mess up
the party.
“I'll come with you, Landi. I'll tell everyone that you are harmless,” said
Kuku. Finally, Landi attended the party. Everyone enjoyed it.
Suddenly, Tito ran here and there screaming, “help………hlp……! The evil
wolf is coming. Save yourselves!” Then everyone ran to save their lives,
except Kuku and Landi. Kuku pulled his head and legs into his shell. Landi
rolled his body into a ball.
Unintentionally, the evil wolf stepped his foot on Landi. Of course, the
spikes pricked him. He screamed, “Ouch!” Since his foot was bleeding, he
didn't chase Landi's friends any longer. Then he ran away.
“Hurray……hurray….! Long live Landi! He saved our lives” said Cici and
her friends. Everyone shook Landi's hand and thanked him. From then on,
Landi wasn't lonely any more. His friends knew that his spikes would not
hurt anyone, unless they wanted to hurt Landi.

Table.3.6
Characteristics of Narrative Text “Porcupine”

| Social function | Generic structure | Significant lexicogrammatical features |
To amuse, entertain and to deal with actual or vicarious experience in different ways; narratives deal with problematic events which lead to a crisis or turning point of some kinds, which in turn finds a resolution.

Orientation: There was a Porcupine Named Landi. Complication: Landi felt lonely. Resolution: hooray...hooray...! Long life Landi! He saved our lives.

♦ focus on specific and usually individualized participants
♦ use of material processes
♦ use of relational processes and mental processes
♦ use of temporal conjunction and temporal circumstances
♦ use of past tense

Text 2 of Narrative Texts “Five-Footed Bear”

Five-Footed Bear

One upon a time there was a strange bear who lived in the jungle. He had five feet. But all animals who lived with him didn’t feel strange. The five-footed bear liked to help other animals. His home was open for anyone who wanted to stay.

One afternoon, when the five-footed bear went home, he found a rabbit under a mahogany tree. The rabbit looked hungry. Then, the five-footed bear brought him to his home.

The next day, when the five-footed bear was looking for meal, the rabbit helped him clean up the house. While the rabbit was working, a monkey and a mouse deer came quietly. They pretended to be robbers. They wanted to disturb the rabbit.

The rabbit was frightened. The monkey and the mouse deer tied up the rabbit’s legs and plugged his mouth. Fortunately the five-footed bear came and released him. The rabbit was upset because the bear wasn’t angry with the monkey and the mouse deer. In fact, the five-footed bear let them live in his house.

On the next day the monkey and the mouse deer asked the rabbit to forgive them. They helped him clean up the house. In the evening when the bear was coming home, he bought them meals and a new friend. The monkey and the mouse deer were very afraid knowing who the new friend was. He was a tiger. But the rabbit wasn’t afraid. The tiger was one of the rabbit’s best friends. The monkey and the mouse deer were very embarrassed. That was the cleverness of the five-footed bear. He wanted to make them aware of their bad habit of frightening the bit. Then they sat...
and enjoyed their dinner together.

<table>
<thead>
<tr>
<th>Social function</th>
<th>Generic structure</th>
<th>Significant lexicogrammatical features</th>
</tr>
</thead>
<tbody>
<tr>
<td>To amuse, entertain and to deal with actual or vicarious experience in different ways; narratives deal with problematic events which lead to a crisis or turning point of some kinds, which in turn finds a resolution</td>
<td>Orientation: once upon a time there was a strange bear who lived in a jungle. Complication: when the five-footed bear was looking for meal, he found a rabbit under a mahogany tree. Resolution: on the next day the monkey and the mouse deer asked the rabbit to forgive them</td>
<td>♦ focus on specific and usually individualized participants ♦ use of material processes ♦ use of relational processes and mental processes ♦ use of temporal conjunction and temporal circumstances ♦ use of past tense</td>
</tr>
</tbody>
</table>

3. Interpretation of Data Analysis

In this section, the writer tries to interpret the analyzed data from this English textbook in which he took 6 texts (2 narrative texts, 2 descriptive texts, and 2 recount texts) of 19 texts. Having analyzed the texts the writer found the social function and schematic structure such as orientation, identification, complication, resolution, etc. but there was not lexical or linguistic
features such as the use of generic human and non-human, the use of tenses, the use of material processes and mental processes, etc.
CHAPTER IV
CONCLUSION AND SUGGESTION

A. Conclusion

Having analyzed the English text book “LET’S TALK” the writer takes a simply conclusion about this analysis. On presenting kinds of genre, it corresponds with the demands of curriculum which suggest certain genres such as descriptive, recount, and narrative to be presented in second year of junior high school. However, it does not present the characteristics of each genre completely. The book presents social function and schematic structures (orientation, complication, resolution) of the genre, but it does not present lexicogrammatical (use of individual participant, use of tenses). Moreover, in the 2006 National Curriculum the genres recommended are narrative, descriptive, and recount. In this book, the writer found anecdote text which is generally learnt by the students of senior high school in grade XI.

In the previous chapter the writer has found the weaknesses of the book which is less explanation of lexicogrammatical features, by which students are expected to be able to write in a kind of genre using certain grammatical structure such as use of tenses, action verb, linking words etc. Thus, it can be conclude that the English textbook “LET’S TALK” does not meet the criteria recommended by the curriculum. In the other word, the book is not in line with the curriculum.
B. Suggestion

In this final section, the writer would like to propose some suggestions relating to the book analyzed simply. These suggestions are intended to some people involved in the teaching-learning English as follows:

1. Principle
   As a decision maker of the school he had better to help English teacher in existing English textbook. Comparing one book to another and even evaluating the contents of the book is a better way in choosing English materials.

2. English teachers
   In selecting and choosing English textbook there are many aspects affecting the quality of the book such as the suitability of the texts to be presented with the demands of curriculum. English teachers should be more selective because they get much understanding about English language teaching including material. English textbook. They also should have more books as guidelines in teaching English.

3. Further researchers
   The further researchers are suggested that they conduct further study about the English textbook analysis in more detail and helpful for the development of English language teaching in Indonesia.
BIBLIOGRAPHY


Harton, Rudi, S. S., M. Pd., Genres of Texts, English Department Faculty of Language and Art Semarang University, 2005.


One of the most interesting and adorable animals in this world is a cat. I have a little cute cat, I call it Kitty. It is so small and fat. I like its fur because it is so smooth and it has two colors, yellow and brown. Her mother left it in the garden at night.

Kitty is so active. She always follows me wherever I go. She never bites anyone, she always sleeps in my bed. She likes eating fish and meat but she doesn't like drinking milk. I love Kitty very much. She is getting prettier day by day and grows up very fast.
Kitty, My Cute Cat

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The Swimming Competition

Last year I participated in a swimming competition at Asri swimming pool. It was held to commemorate the 50th anniversary of my school. My friends and I went to the swimming pool by car.

When I arrived there, the committee told us to sit in big hall. There were many other participants waiting at the hall. They came from many different schools.

The first race was the butterfly stroke. I finished in the second place and won a silver medal. My next race was the freestyle. I came in third, so I got a bronze medal.

Later, my friend competed in the backstroke and he won. Our friends cheered so hard for our team that they nearly lost their voices. We were so tired after the competition that we fell asleep in the car.

It was the first time I had taken part in a swimming competition. I was so happy because I won two medals.
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A Wolf and a Crane

One day a wolf was having his dinner. He was so greedy. He ate so quickly that a bone stuck in his throat. He tried hard to get it out, but he failed. Then he went to a crane and said: “Good morning Miss Crane. Will you help me to do something?”

“What can I do for you, Mr. Wolf?” asked the Crane. “I have a bone stuck in my throat. You have a long bill, so you can get it out.” said the wolf.

“If you do it for me, I will give you a reward”, he added. “Let me try”, said the crane. “It is not difficult to do it.”

The wolf opened his mouth widely. The crane put her in and drew out the bone.

“Now will you give your reward, please?”

“Reward?” said the wolf. “Don’t talk about that. You should be thankful to me. Although you put your head into my mouth, I didn’t bite it off. What more do you want?”
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THE GIRAFFE

One of the most interesting animals in the zoo is the giraffe. This is the giraffe we saw at the zoo. It is male and it is about six meters tall.

The giraffe has big brown eyes. They are protected by very thick lashes. This giraffe has brown spot on the skin. This coloring helps protect the giraffe. It also has two short horns on its head.

Like camel, it can go for a long time without drinking water. One source of water is the leaves which it eats from trees. It is tall, so the giraffe can reach the tender leaves at the top of a tree.

The giraffe has two methods of self protection. If something frightens an adult giraffe, it can gallop away at about fifty kilometers per hour or stay to fight with its strong legs.
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Dengue Fever

Dengue fever is one of the most dangerous disease in the world.

Dengue fever is endemic in most tropical countries of the South Pasific, Asia, the Caribbeans, the Americas and Africas.

This disease rapidly spreads in the most tropical urba areas of the world. It means people in these areas have high risks of infection of the disease.

Dengue fever is caused by a virus. The virus is transmitted into humans by the bite of infected mosquitos, usually Aedes Aegypti. In other words, the disease can not be spread directly from person to person.

The disease is characterized by high fever, severe headache, backache, joint, and muscle pains. Sometimes, many patients get nausea, vomiting, and a rash on arms, face and legs. There is no specific treatment for the disease.
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Appendix 6

My Twin Sister

Hi, I'm Jedi. I have a twin sister, named Jada.

We were born on August 5, 1992. we are in the eight grade now. Jada and I do everything together. We are in the same class. We dress alike. We look the same. We always get other people confused. This really makes Jada and I laugh. Teachers and friends always get us mixed up at school. Even our father has trouble telling us apart. Our mother doesn't. She always knows which twin is which. Jada and I often try to confuse her, but it has never happened.

One day our teacher told our mother to get one of us a different haircut, so that he could tell us apart. Jad and I were horrified. We didn't want to look different. We liked looking the same.

Our mother came to rescue, and refused to make us cut our hair. We were happy just the way we were and didn't want to change. Our dad just shook his head. He
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would have to stay confused. Jada and I didn't care.
We knew which one was which, and that was all that
mattered.

Last New Year's Eve my family joined some other
families on a fishing trip at Greenwich harbor to
welcome the New Year. We went fishing so we could
stay up late.

On our way to the harbor, we bought beef mince at the
butcher's. We used the mince as bait. My parents'
friends brought the fishing rods for us to use. When we
got to the harbor, some families were already there. W
were a bit late because we tried to find our way to th
harbor and got a bit lost. We started a fishing
competition. We agreed that whoever got the most fish
would keep all the fish caught that night. Apparently,
no one caught any big fish. We caught mostly small
yellow tail fish. After fishing for nearly three hours, my
mom got the most fish. All the participants gave all their fish to us. We came home with a bucketful of fish. It was not bad at all.

The next morning, we enjoyed some fresh fried yellow tail fish with steamed rice for breakfast. That was very special because we had never had fried yellowtail fish for breakfast before.

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There was a porcupine named Landi. He was lonely. No one wanted to play with him because they were afraid of his spikes.

“Dear Landi. We don’t want to play with you because your spikes are too sharp. We don’t want you to hurt us,” said Cici the rabbit one day.

“Cici is right, Landi. It is not because you are bad or rude to us. No, Landi! Just because of your spikes. They will stab us when we come close to you,” said Tito the rooster.

Landi felt lonely. He murmured, “Why don’t they want to play with me?”
Landi spent most of the time dreaming at the river bank. "I would have lots of friends and play with them if no spikes were on my body. I would be happy. I would not be lonely like this. What a shame!"

Suddenly, Kuku the turtle appeared from the river. He came to Landi and said, "Landi, what are you thinking of?"

"oh, nothing," Landi replied.

"Don't lie to me, Landi. Please tell me your problem. Who knows I can help you," Kuku said wisely. Then he sat beside Landi. He was not afraid of Landi's spikes.

Shortly, Landi told Kuku his problem. Kuku nodded his head. He said, "Poor you. But it is not your fault. I know, your spikes are very useful and helpful to you. Your friends will realize it some day. Trust me, Landi."

"Thanks, Kuku. You are really my best friend. You are the only one here who wants to be my friend."

One day, Sam the frog held his birthday party. He invited all his friends, including Landi. But he decided not to come. He didn't want to mess up the party.

"I'll come with you, Landi. I'll tell everyone that you are harmless," said Kuku. Finally, Landi attended the party. Everyone enjoyed it.

Suddenly, Tito ran here and there screaming, "help...........help....! The evil wolf is coming. save yourselves!" Then everyone ran to save their lives, except Kuku and Landi. Kuku pulled his head and legs into his shell. Landi rolled his body into a ball.

Unintentionally, the evil wolf stepped his foot on Landi. Of course, the spikes pricked him. He screamed,
“Ouch!” Since his foot was bleeding, he didn’t chase Landi’s friends any longer. Then he ran away.

“Hurray….hurray….! Long live Lnadi! He saved our lives,” said Cici and her friends. Everyone shook Landi’s hand and thanked him. From then on, Landi wasn’t lonely any more. His friends knew that his spikes would not hurt anyone, unless they wanted to hurt Landi.

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Appendix 9

Schematic Structure

Five-Footed Bear

One upon a time there was a strange bear who lived in a jungle. He had five feet. But all animals who lived with him didn't feel strange. The five-footed bear liked to help other animals. His home was open for anyone who wanted to stay.

One afternoon, when the five-footed bear went home, he found a rabbit under a mahogany tree. The rabbit looked hungry. Then, the five-footed bear brought him to his home.

The next day, when the five-footed bear was looking for meal, the rabbit helped him clean up the house. While the rabbit was working, a monkey and a mouse deer came quietly. They pretended to be robbers. They
wanted to disturb the rabbit.
The rabbit was frightened. The monkey and the mouse
deer tied up the rabbit's legs and plugged his mouth.
Fortunately the five-footed bear came and released him.
The rabbit was upset because the bear wasn't angry with
the monkey and the mouse deer. In fact, the five-footed
bear let them live in his house.

On the next day the monkey and the mouse deer asked
the rabbit to forgive them. They helped him clean up the
house. In the evening when the bear was coming home,
he bought them meals and a new friend. The monkey
and the mouse deer were very afraid knowing who the
new friend was. He was a tiger. But the rabbit wasn't
afraid. The tiger was one of the rabbit's best friends. The
monkey and the mouse deer were very embarrassed.

That was the cleverness of the five-footed bear. He
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