

**THE ANALYSIS ON READING PASSAGES  
OF ENGLISH TEXTBOOK “STEPPING MORE “**

A Scientific Paper

Presented to the Faculty of Tarbiyah and Teachers Training

In a Partial Fulfillment of the Requirements

For the Degree of S. Pd. (Bachelor of Arts) in English Language Education



By

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**DEPARTMENT OF ENGLISH EDUCATION  
FACULTY OF TARBIYAH AND TEACHERS TRAINING  
SYARIF HIDAYATULLAH STATE ISLAMIC UNIVERSITY  
JAKARTA**

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**2008**

## ENDORSEMENT SHEET

The Examination Committee of the Faculty of Tarbiyah and Teachers' Training certifies that the 'skripsi' (Scientific Paper) entitled **THE ANALYSIS ON READING PASSAGES OF ENGLISH TEXTBOOK " STEPPING MORE "**, written by **Childa Faiza**, student's registration number **104014000287**, was examined by the Committee on November 25, 2008 and was declare to have passed and therefore, fulfilled one of the requirements for the academic title of Bachelor of Arts in English Language Education at the Department of English Education.

Jakarta, 16 Desember, 2008

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Ciputat, November 2008

The Writer

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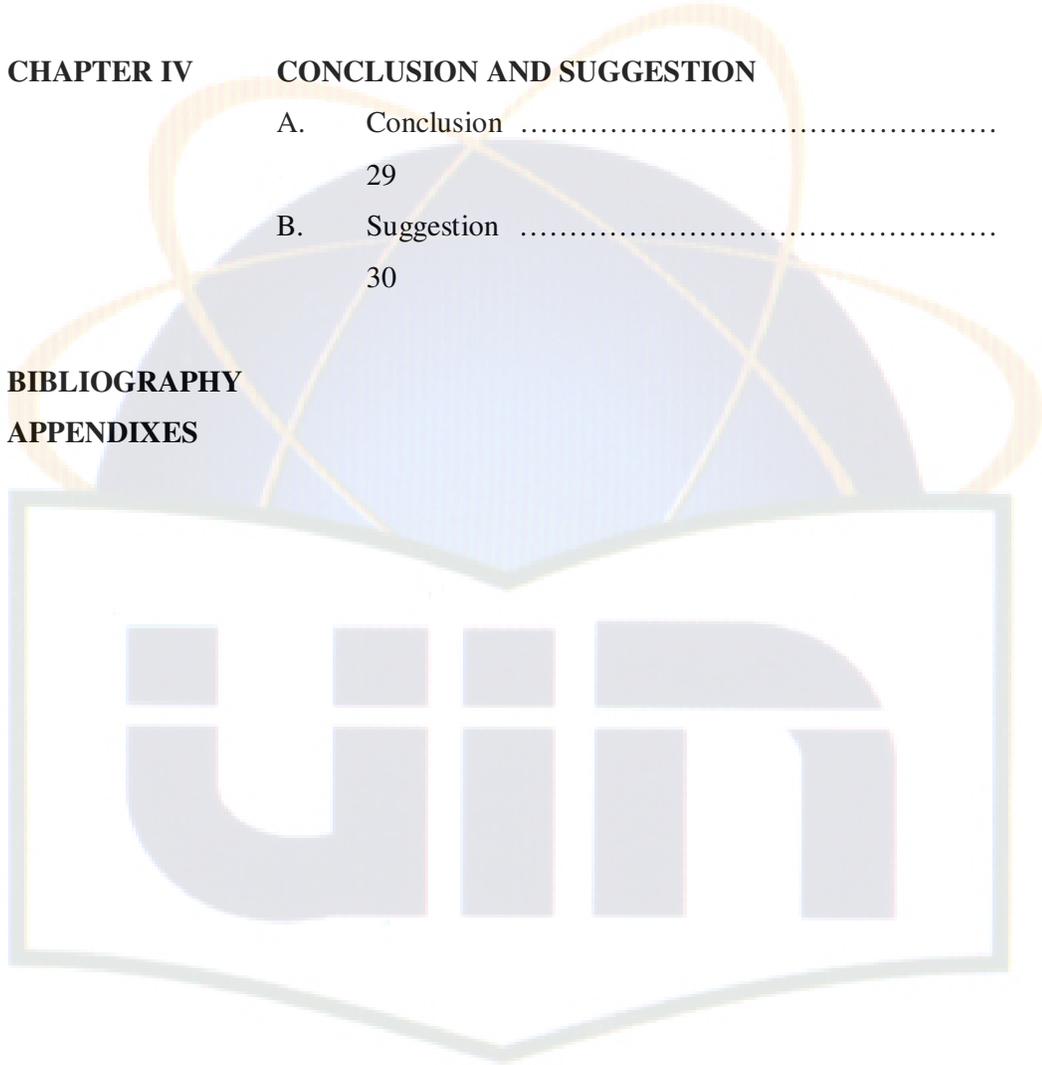
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## ABSTRACT

**Faiza, Childa 2008, The Analysis on Reading Passages of English Textbook “STEPPING MORE”. English Department. Tarbiyah Faculty and Teacher’s Training. State Islamic University of Syarif Hidayatullah. Jakarta. Advisor: Drs. Agus Muhtar, M.Ed**

**Key words: reading passages, curriculum, English textbook, and genre.**

The aim of this study is to find out the extent to which genres of reading texts in junior high school English textbooks cover the principles of text genres (genre’s social function, generic structure, significant lexical grammatical function recommended in the 2004 National curriculum.

Besides, this study of finding genres of reading texts presented in the first year of SMP Negeri 1 Ciputat: Stepping More for Junior High School Grade One authored by Firmansyah Diyata, published by CV. REGINA and the extent to which reading lessons in this textbook correspond to the criteria of reading text recommended by the current reading theories.

Firstly, the writer analyzed the data by looking at the reading texts presented in 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: narrative, descriptive and recount text. The social function, schematic structure, and the significant lexicogrammatical features of the reading text as proposed in the curriculum are also checked according to each genre. The writer only took 6 reading passages (2 texts for each genre) to be analyzed.

The curriculum determines that all of reading texts should cover genres of text for the first year of Junior High School are narraive, descriptive, and recount in which the curriculum itself determines the genre type and criteria of each genre.

The result of this study shows that more than half of the number of texts presented in the textbooks do not present the principles of text genres (genre’s social function, generic structure, significant lexical grammatical function the curriculum demand. From this study we can realize that it is not that simple to find text genre that covers all criteria proposed by the curriculum.

# CHAPTER I

## INTRODUCTION

### A. Background of the Study

Reading as a component communication which includes spoken language and written language plays an important role in education. Education system not only demands a lot of readings in the process of learning but also tends to use competence to read fluently as an indicator of more general intellectual ability.

Reading in school must take account of the role of reading in our society and the nature of reading as process. B. Susan (1994) says that school needs to give clear signals that reading is a valued activity. School must teach their students a wide range of reading skills to meet the varied requirements of education and the outside world. This means the opportunities must be created for many kinds of reading activities to fulfill the various purposes. Having a purpose means having a reason to read and approaching a text with a particular goal in mind, whether that goal involves learning or entertainment. In real-world and classroom situations, purpose affects the reader's motivation, interest, and manner of reading<sup>1</sup>.

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

1. To develop communication skill in written and oral English and comprehend listening, speaking, reading, and writing.
2. To increase the consciousness about the means and importance of English as one of foreign languages used in the world.
3. To develop students' comprehension about the relation of language and culture. Therefore students will have knowledge about cross culture and take part in it<sup>2</sup>.

The English learning process in SMP/MTs is targeted to create the students in order to be able to reach the functional skill that is to communicate in written and orally in their daily activities. In this functional level, the students are able to fill their daily need activity such as reading newspaper, through manual and guidance. (Wells, 1987).

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<sup>1</sup>Susan Briendley (ed), *Teaching English*, (London : Routledge, 1994), p.94.

<sup>2</sup>Depdiknas, *Standar Kompetensi Mata Pelajaran bahasa Inggris SMP/MT*, (Jakarta: Puskur, Diknas 2004).

The goal of teaching reading in the 2004 National Curriculum for the first year of Junior High School is that the students are able to understand contexts of various written texts such as narrative, descriptive and recount reading passages.<sup>3</sup> 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 idea and convey information; interpersonal function enables people to establish and maintain relationships between them a textual function serves to create coherent and cohesive written or spoken texts<sup>4</sup>.

This 'skripsi' is an attempt to analyze the presentation of reading texts in English textbooks for Junior High School students. The reason why the writer chooses to analyze reading passages in Junior High School textbooks are firstly, the texts that to be analyzed are more diverse compared with the texts in English textbooks for Junior High School students and when the writer did her PPKT 2008 in this school, she found that this textbook did not provide the demand of the National Curriculum on the reading passages, such as social function, generic structure, and significant lexicogrammatical features which are very important to students to understand the reading passages more comprehend. From the learning perspective, reading is closely related to many other cognitive processes or domain such as: attention, concept information, imagery, language, memory, and perception. Secondly, reading texts can be used for several different functions. According to Cunnings worth (1995) reading texts can be used to<sup>5</sup> :

1. Develop reading skills and strategies
2. Present or recycle grammar items
3. Extend vocabulary
4. Provide models for writing
5. Give information of interests to students
6. Stimulate oral work

As a student of English Education Department, the writer is curious to find out how far those functions as reading passage are considered in English textbook for Junior High School in Indonesia. In evaluating of English textbook in terms of

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<sup>3</sup> Depdiknas, *Standar Kompetensi* .....

<sup>4</sup> Depdiknas, *Standar Kompetensi* .....

<sup>5</sup> Alan Cunningsworth,, *Choosing Your Coursebook*, (Oxford : Heinemann,1995), p.73.

reading text presented in it, one also needs to consider the objectives of English teaching in Indonesia.

### **B. Limitation of the Study**

The study is focused to the analysis of the reading texts found in the first year of Junior High School textbooks, in terms of the genres (narrative, descriptive, and recount texts) of reading texts and the presentation of the text in the first year English textbook for Junior High School.

Based on this problem, the writer tries to analyze and interpret such as social function, generic structure, and significant lexicogrammatical features under title THE ANALYSIS ON READING PASSAGES OF ENGLISH TEXTBOOK “STEPPING MORE“ AT THE FIRST YEAR OF SMP NEGERI 1 CIPUTAT.

We feel that this information is useful because sometimes part of the ESL/EFL teacher’s responsibility to select the textbook s/he will use in a given class.

### **C. Research Question**

In connection with the statement above, the writer finds it necessary to analyze the reading texts presented in STEPPING MORE in order to see the effectiveness of the passage in achieving the objectives of English teaching in Junior High School. The analysis to be carried out will be in line with the following questions:

1. To analyze the content of reading passages of the first year English textbook used at SMP Negeri 1 Ciputat.
2. To know whether the reading passages of this textbook is in line with the latest syllabus suggested and Guideline in English Textbook Assessment.

### **D. Objective of the Study**

The aim of this study is to find out the strengths and weaknesses of reading text in the first year English textbook for Junior High School by examining how far the reading passages presented in Stepping More meet the criteria of passages stated in the 2004 National Curriculum for the first year of Junior High School.

### **E. Method of the Study**

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

The object of research focuses on reading passages of the first year of English textbook used by the teacher and the students of SMP Negeri 1 Ciputat, namely “STEPPING MORE for Junior High School Grade VII written by Firmansyah Diyata published by CV. REGINA 2005”.

### **F. Significance of the Study**

The textbook is determined under the consideration that it is used not only by the teachers but also by the first year student of SMP Negeri 1 Ciputat. In this case, the findings of the study are hoped to provide better insight 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.

### **G. Organization of the Paper**

This ‘skripsi’ is divided into four chapters, chapter one is introduction, which is included background of the study, limitation of the study, research question, objective of the study, method of the study, significance of the study, and organization of the study.

Chapter two is theoretical framework. The writer provides some theories related to the researched problem, to support in doing this research.

Chapter three is research methodology and findings, which is included textbook description, time and place of the research, instrumentation of research, technique of data analysis, and the findings of the study.

Chapter four is conclusion and suggestion, which is divided into conclusion and suggestion.

## CHAPTER II

### THEORETICAL FRAMEWORK

This review as literature discusses the definition of reading, the purpose of reading, criteria of reading texts, and the type of genre of reading texts which is used in the National Curriculum 2004 for the first year of Junior High School. This review relies very much on words by Grellet (1981), Cunnings worth (1995), Christine Nuttal (1996), Aebersold and Field (1997), and Grabe and Stoller (2002).

#### **A. The Definition of Reading**

According to some specialists such as Grellet (1981), Alderson and Urquhart (1984),Cunningsworth (1995), Christine Nuttal (1996), Aebersold and Field (1997), and Grabe and Stoller (2002) establishing a clear definition of reading provides important perspective for evaluating approaches to teaching reading.

Anderson et.al (1985) say 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<sup>6</sup>.

Similar to Anderson (1985), Wixson, Peters, Weber, and Roeber (1987) say that reading is the process of constructing meaning through dynamic interaction among : 1.) reader's existing knowledge, 2.) the information suggested by the text being read, 3.) the content of reading situation<sup>7</sup>.

Other specialists, Manzo and Manzo (1993) define reading as the act of simultaneously reading the lines, reading between the lines, and reading beyond the lines. The first part of the definition, reading the lines , refers to the act of decoding the words in order to construct the author's basic message. The next part, reading between the lines, refers to the act of making inferences and understanding the author's implied message. Finally, reading beyond the lines

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<sup>1</sup> Richard C Anderson., E. Nagy William, A. Herman Patricia, Learning Words from Context. *Reading Research Quarterl*, Vol.20.No.2, (Winter, 1985),p.233-253.

<sup>2</sup> Peters Wixson, Weber,&Roeber.,*Definition of Reading and Word Definition*.[www.eduplace.com/rdg/teach/def.html](http://www.eduplace.com/rdg/teach/def.html), 1987.

involves the judging of significance of the author's message applying it to other areas of background and knowledge of readers<sup>8</sup>.

## **B. The Purposes of Reading**

The purpose of reading is to connect the ideas on the page to what readers already know. If readers do not know anything about a subject, then pouring words of text into the readers' mind is like pouring water into hand. They do not retain much. Similarly, if we like sport, then reading sport page is easy. We have a framework in mind for reading, understanding, and storing information.

The main purpose behind the reading is to make connections between what is already known and what is needed to know. Knowing why we read will greatly increase our chances of understanding the material; it also determines how people read a text. Whether they read slowly or quickly. Alderson and Urquhart (1984) say that the readers' motivation has an effect not only on the product of comprehension, but also upon the process of understanding. It means that the purpose of readers in reading a text will affect the outcome of his understanding: the product<sup>9</sup>.

Cunnings worth (1995)<sup>10</sup>, Grabe and Stoller (2002)<sup>11</sup> identify seven kinds of reading:

1. Reading to develop skills and strategy

By reading a text allows students to reflect on the structure and the use of language at their own pace without stressful real-time constraints that go with listening and speaking. It is an important characteristic of reading as an activity that the reader can control the pace.

2. Reading to present or recycle grammar items and vocabulary

According to Aebersold and Field (1997), introducing vocabulary in the context of the hope of a reading text and not a list of words separate from the topic or context, is vital to comprehension. Context provides a framework and

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<sup>3</sup> A.V. Manzo and .U.C Manzo, *Literary Disorders: Holistic Diagnosis and Remediation* , (Forth Worth : Harcourt Brace Jovanovich College Publishers,1993), p.73.

<sup>4</sup> J Aderson,.Charles and .A.H Urquhat, *Reading in a Foreign Language*, (New York. Longman. ,1984), p.xviii.

<sup>5</sup> Alan Cunningsworth,, *Choosing* ..... , p.73.

<sup>6</sup> Wlliam Grabe, and Fredricka L Stoller, *Teaching and Researching Reading*, (Essex: Pearson Education, 2004), p.13-15.

all the associations that reader have of the word within that framework help the students learn.

### 3. Reading to search or simple information.

Reading to search is used so often in reading task and it is probably seen as a type of reading ability. In reading to search, readers typically scan the text for a specific piece of information as a specific word. Similarly, reading to skim is a common part of many reading texts, and then using basic reading comprehension skills on those parts of the text until a general idea is formed

### 4. Reading to learn from texts

Reading to learn usually occurs in academic and professional contexts where a person needs to learn information from a text. It is carried out at a reading rate somewhat slower than general reading comprehension. This reading requires some abilities to:

- a. Remember main ideas as well as a number of details that elaborate the main and supporting ideas in the context.
- b. Recognize and build rhetorical frames that organize the information in the text.
- c. Link the text to the reader's knowledge base.

### 5. Reading to integrate information (involve reading to critique text )

This reading critical evaluation of the information being read so that the reader can device what information to integrate and how to integrate it for the reader's goal. They also require additional supporting or conflicting information and the likely restricting of a rhetorical frame to accommodate information from multiple sources.

### 6. Reading to write (or search information needed for writing )

When a reading text, or part of it, is used as a model for writing, learners are usually asked to write something based on the model (the reading text) but using different information on giving information in a different form.

### 7. Reading to general comprehension.

This is the most basic purpose for reading, underlying and supporting other purposes for reading. Reading comprehension requires motivation, mental frameworks for holding ideas, concentration, and good study techniques.

## C. Criteria of Reading Texts

It is very important to determine the choice of the reading texts because it helps readers to be aware of the text strong points and limitations that readers can exploit them effectively

According to Meacham (1982)<sup>12</sup>, there are two main criterias influencing the choice of texts: appropriateness and readability. In line with Meacham (1982), Nuttal (1996) asserts more criteria of choosing a text: a suitability of content, exploitability, readability, and authenticity<sup>13</sup>

#### **D. Genre of Reading Texts**

The term genre is used to refer to particular text-types, not to traditional varieties of literature. It is a type or kind of text, defined in terms of its social purposes; also the level of content dealing with social purpose.<sup>14</sup>

The genre of reading texts used in students' textbooks is important because genre provides an important frame of reference which helps readers to identify, to select, and interpret texts.

To become fully developed readers, it is important to access and comprehend a variety of literary genres. 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 that from many different kinds of texts into a single story or idea.

Clearly students need to encounter sufficient examples of a genre in order to recognize shared features as being characteristics of it. Fowler (1989) suggests that 'readers learn genre gradually, usually through unconscious familiarization'. There are few examples of empirical investigation of how people acquire and use genres as interpretative frameworks in everyday life<sup>15</sup>.

Larson (1984) distinguishes seven basic genres to be discussed: narrative, procedural, expository, hortatory, descriptive, repartee, and dialogue<sup>16</sup>. The differences between these genres can be seen by thinking of the purpose of the

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<sup>7</sup> E.D Meacham, *Distance Education: Selecting Textbooks and Writing Study Guides*, Riverina College of Advanced Education, Divison of External Studies, <http://www.worldbank.org/disted/Technology/print-recorded/txtbk>, p.1-3,5-9.

<sup>8</sup> Christine Nuttal, *Teaching Reading Skills In a Foreign Language*, New Edition, ( Oxford : Heinemann, 1996), p.176

<sup>9</sup> Rudi Hartono, S.S. M.Pd., *Genres of Texts*, (English Department Faculty of Language and Art Semarang State University, 2005), p.4.

<sup>10</sup> Alastair Fowler, 'Genre', in Erik Barnouw (ed): *International Encyclopedia of Communication*, Vol.2, (New York : Oxford University Press, 1989), p.215.

<sup>11</sup> Mildred L Larson, *Meaning-based Translation : A Guide to cross language Equivalence*, ( Boston : University Press, 1984 ), p.365 – 366.

speaker. In narrative, the author's purpose is to recount, in procedural the purpose is to prescribe; in expository is to explain ; in descriptive is to describe ; in hortatory is to propose, suggest, command, ; and in the repartee is to recount speech exchange. When narrative and repartee are found intermingled in the same discourse, the result is dialogue with a special surface form.

### **E. The 2004 National Curriculum**

The writer discusses the objectives and the aspects of the English learning in the curriculum to see the demand of the curriculum on English language learning in Indonesia.

The goal of language English teaching in Indonesia written in the 2004 National Curriculum is to develop students' ability to communicate in English. This ability includes listening, reading, speaking, and writing. Besides the ability above, students are expected to be aware of the importance of English as a learning medium and the last is to comprehend the cultural context and its implication in using the language<sup>17</sup>.

Based on that goal the English teaching in Indonesia covers four skills language skills; listening, speaking, reading, and writing with the sub competence; linguistic competence, actional competence, socio cultural competence, or communicative competence. By having discourse competence, it is expected that students are able to develop positive respond toward English as a communication device<sup>18</sup>.

The goal of language learning in the 2004 National Curriculum is to make students obtain some competences, which enables them to reflect their own experiences, express their ideas and feelings, and comprehend various language contexts. Language learning is intended to make students know their own culture as well as others<sup>19</sup>.

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 a textual function serves to create coherent and cohesive written or

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<sup>12</sup> Depdiknas, *Standar Kompetensi Mata Pelajaran* .....

<sup>13</sup> Depdiknas, *Standar Kompetensi Mata Pelajaran* .....

<sup>14</sup> Depdiknas, *Standar Kompetensi Mata Pelajaran* .....

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 functions dominates written language, interpersonal functions dominates spoken language and textual function will reflect in both language modes in term of language setting. There are two kinds of context in this language function: cultural context and situational context. 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 a variety of genre<sup>20</sup>.

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

Table 1. Standar Kompetensi Bahasa Inggris pada Keterampilan Membaca Kelas 1 SMP 2004

Kompetensi Dasar	Indikator	Materi Pokok
<p><i>1.3.MEMBACA</i></p> <p><b>Memahami nuansa makna dan langkah-langkah pengembangan retorika di dalam teks tertulis berbentuk deskriptif, naratif dan recount sederhana.</b></p>	<p>a. Mengidentifikasi main ideas</p> <p>b. Mengidentifikasi supporting details</p> <p>c. Mengidentifikasi informasi faktual</p> <p>d. Mengidentifikasi langkah-langkah retorika (<i>interpersonal meaning</i>) di dalam wacana-wacana berikut ini:</p>	<p>Contoh ragam bahasa tulis:</p> <p><b>Orientasi:</b> <i>Once there was a little girl called Cinderella.</i></p> <p><b>Evaluasi:</b> <i>She was pretty, loving and clever,</i></p> <p><b>Komplikasi:</b> <i>but she was very poor. Her step mother and stepsisters were very mean.</i></p> <p><b>Resolusi:</b> <i>Fortunately, she met a prince. He fell in love with her.</i></p> <p><b>Reorientasi:</b> <i>Then Cinderella became a princess.</i></p>

<sup>15</sup> Depdiknas, *Standar Kompetensi mata Pelajaran* .....

Kompetensi Dasar	Indikator	Materi Pokok
	<ul style="list-style-type: none"> <li>• Deskriptif (klasifikasi umum deskriptif)</li> <li>• Naratif (orientasi, evaluasi, komplikasi, resolusi, reorientasi)</li> </ul>	<p>Klasifikasi Umum : I have a friend. His name is <i>Bob</i>: Deskripsi: He is 13 years <i>old</i>. He's tall dst.</p> <p>Contoh materi lihat lampiran 4</p>
	<ul style="list-style-type: none"> <li>• Recount (orientasi &gt; kejadian-kejadian nyata &gt; reorientasi)</li> </ul> <p>Membaca nyaring (<i>strory telling</i>) wacana ragam tulis dengan ucapan dan intonasi yang menunjang pemahaman pendengarnya:</p> <ul style="list-style-type: none"> <li>• Naratif</li> <li>• Recount</li> <li>• Deskriptif</li> </ul>	<p><b>Orientasi:</b> <i>On Saturday I went to a party. It was Jane's birthday.</i></p> <p><b>Kejadian:</b> <i>She invited all my classmates. There were also some kids from the neighbourhood. One of them was Robert. No one liked Robert, but we tried to be nice. Robert tried to behave too. He danced with Jane and looked happy.</i></p> <p><b>Reorientasi:</b> <i>Everyone enjoyed the party. It was a nice one.</i></p>

Students are expected to comprehend the characteristics of each type of text, the function of each text, the genres' structure of text that includes among others;

orientation of text, events, crisis, reaction, coda, etc. each type of text has somewhat different text structure. The significance lexicogrammatical features or simply the features of the language of the text are the points that students should comprehend as well. They include among others; the use of generic human and generic non-human, the use of material process, the use tenses, the use of exclamation mark etc.

## **F. The Characteristics of Narrative, Descriptive, and Recount Text**

Some types of genre are intermingled in the same writing, thus it is important to distinguish the characteristics of each genre:

### **1. The Narrative Text**

Larson (1984)<sup>21</sup> says that the purpose of narrative text is to recount events, usually in the past. The backbone of the narrative is a series of events which are usually action. The agent of the event is the third person or first person. Simply, narrative text tells about events that happen, usually it tells about personal events (first person based), incidents, or experiences. Daiker et al (1994)<sup>22</sup> add the narrative text is when the text tells a story that the readers experience what is happening, it is necessary to use specific, concrete, and probably personal details. Narrative text tends to say something about the human experience; it present events in a clear, chronological order, uses a logical progression with good transitions when moving from a point. Narrative text usually appear in and are not limited to poetry, short, stories, personal essays, and folk tales, to name a few. They also take a particular form in script and plays. The example of the narrative text:

### **Snow White**

Once upon a time there lived a little girl named Snow White. She lived with her Aunt and Uncle because her parents were dead.

One day she heard her Uncle and Aunt talking about leaving Snow White in the castle because they both wanted to go to America and they didn't have enough money to take Snow White.

Snow White did not want her Uncle and Aunt to do this so she decided it would be best if she ran away. The next morning she ran away from home when her Aunt and Uncle were having breakfast. She ran away into the woods.

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<sup>16</sup> Mildred L Larson, *Meaning-based Translation* ..... , p.367.

<sup>17</sup> Donal Daiker, Andrew Kerek, Max Marenberg and Jeffery Sommers, ,The Writer's option, *Combining to Composing*, ( New York : Harper Collins, 1994 ), p.272.

She was very tired and hungry. Then she saw this little cottage. She knocked but no one answered so she went inside and fell asleep.

Meanwhile, the seven dwarfs were coming home from work. They went inside. There they found Snow White sleeping. Then Snow White woke up. She saw the dwarfs. The dwarfs said, what is your name? Snow White said, 'My name is Snow White'. Doc said, 'If you wish, you may live here with us'. Snow White said, 'Oh could (I)? Thank you'. Then Snow White told the dwarfs the whole story and Snow White and the 7 dwarfs lived happily ever after.

For the schematic and significant language features of the text above see appendix 1.

## 2. The Descriptive Text :

Grygel et al. (1995)<sup>23</sup> says that descriptive text paints word pictures of particular people, places, or things. It also appeals to one or more of the reader's sense: sight, smell, touch, taste, and hearing. Simply, descriptive text vividly describes a person place, or thing in such a way that the reader can visualize the topic and feel like they are part of the experiences. Descriptive text is characterized by:

1. Elaborate use of sensory details
2. Details which go beyond general, and
3. Details which enable the reader to picture or relieve what the writer is telling.

Larson (1984)<sup>24</sup> says that descriptive text is often included in expository text; they are the same in that they are not basically chronological, rather a topic is developed. Descriptive texts appear almost everywhere and are often included in other genre such as a descriptive introduction as a character in a narrative text.

The example of the descriptive text:

### Natural Bridge National Park

Natural Bridge National Park is a luscious tropical rainforest. It is located 110 kilometers south of Brisbane and is reached by following the Pacific Highway to Nerang and then by traveling through the Numinbah Valley. This scenic roadway lies in the shadow of the Lamington National Park.

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<sup>18</sup> A. Joan Grygel, , India Cooper, Gallagher, Judith, Jhonson, O. Mary and Joyce (eds) Senn, The World Book of Word Power, *Writing and Speaking*, (Chicago : World Book, 1995 ), p.214.

<sup>19</sup> Larson, L Mildred, *Meaning-based Translation* ..... p.374.

The phenomenon of the rock formed into a natural 'arch' and the cave through which a waterfall cascades is a short 1 kilometer walk below a dense rainforest canopy from the main picnic area. Swimming is permitted in the rock pools. Night-time visitors to the cave will discover the unique feature of the glow worms. Picnic areas offer toilets, barbecues, shelter sheds, water and fireplaces; however, overnight camping is not permitted.

For the schematic and significant language features of the text above see appendix 2.

### 3. Recount Text

Recounts tell the reader what happened. They retell a past event e.g. a visit to a farm. Recounts begin by telling the reader who was involved, what happened, where this event took place and when it happened. This is called the orientation. The sequence of events is then described in some sort of order e.g. time. There may be a reorientation at the end which summarizes the event.

Example of a recount: shows the structure and language features of a recount text.

When writing recounts you should:

- Focus on individual people i.e. use the words, I or we
- Use words which indicate when (e.g. after lunch) and where the events took place (e.g. in the shed)
- Write in the past tense e.g. had, visited
- Use action words e.g. helped, crutched<sup>25</sup>.

The example of recount text:

#### Earthquake

When I got back to town, well, as I said, there wasn't much left. At first I thought a tyre had gone but then I saw telegraph poles collapsing like matchsticks.

The rocks came tumbling across the road and I had to abandon the car. I was driving along the coast road when the car suddenly lurched to one side.

For the schematic structure and significant language features see appendix 3.

### **G. The Aspect of Learning Material:**

According to the Pedoman Penulisan Buku Pelajaran by Balitbang DEPDIKNAS (2002), the material given should be put on the four skills ;

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<sup>20</sup> [http://www.lmpc.edu.au/resources/Science/research\\_projects/text\\_types/2\\_recount.html](http://www.lmpc.edu.au/resources/Science/research_projects/text_types/2_recount.html)

listening, speaking, reading, and writing, the kinds of task, how, and exercises given to the students.

The material includes:

1. The materials given are in line with the curriculum, they also represent the basic competence which involves discourse, linguistic, socio cultural, and strategic competence.
2. Materials should be integrated given: listening, speaking, reading, and writing, or at least the materials consist of two integrated skills for example: reading and writing or listening and speaking.
3. Material should consist of the variety of text genre or reading type mentioned in the curriculum. They are not only textual reading materials such as : narrative, descriptive, expository, argumentative or persuasive and injunction (instruction, rule, regulatory); but also non-textual reading material such as announcement, invitation, graphic, picture, map, table, etc.
4. Materials should consist of phonology, vocabulary, and grammar components in line with the demand of curriculum.
5. Materials are adjusted with the level of difficulty of the phonology, vocabulary, and grammar components as well as the task giving activity. Text materials are graded from the easy to more difficult ones.
6. Tasks or assignments are expected to improve students' ability in the aspect of phonology, vocabulary, and grammar.
7. Materials consist of knowledge as well as attitude that support students' life skills.
8. Materials should consider the gender, racial, religion, and cultural aspect<sup>26</sup>.

#### **H. The Competence Standard of English Lesson in Junior High School**

To do verbal and written communication in suitable language choice accurately and properly involves many genre of text such as: descriptive, narrative, recount, report, and procedure.

The curriculum provides the genre of texts and their characteristics.

Table.2 The Genre of Texts and Their Characteristics.

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<sup>21</sup> Alwasilah A. Chaedar, *Pedoman Penilaian Buku Teks Pelajaran Bahasa Inggris SMP/MTs dan SMA/MA*, (Jakarta: Pusat Perbukuan Departemen Pendidikan Nasional, 2006), p.27-28.

G E N R E	SOCIAL FUNCTION	GENERIC STRUCTURE	SIGNIFICANT LEXICOGRAMMATICAL FEATURES
Recount	To <b>retell events</b> for the purpose of <b>informing or entertaining</b>	<ul style="list-style-type: none"> <li>• Orientation: provides the setting and introduces participants</li> <li>• Events: tell what happened, in what sequence.</li> <li>• Re-orientation: optional-closure of events</li> </ul>	<ul style="list-style-type: none"> <li>• Focus on specific Participants</li> <li>• Use of <i>material processes</i></li> <li>• Circumstances of time and place</li> <li>• Use of past tense</li> <li>• Focus on temporal sequence.</li> </ul>
Narrative	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 kind, which in turn finds a resolution.	<ul style="list-style-type: none"> <li>• Orientation: sets the scene and introduces the participants.</li> <li>• Evaluation: a stepping back to evaluate the plight.</li> <li>• Complication: a crisis arises.</li> <li>• Resolution: the crisis is resolved, for better or for worse.</li> <li>• Re-orientation: optional.</li> </ul>	<ul style="list-style-type: none"> <li>• Focus on <b>specific</b> and usually <b>individualized Participants</b>.</li> <li>• Use of <b>Material Processes</b> (and in this text, <b>Behavioral</b> and <b>Verbal Processes</b>).</li> <li>• Use of <b>Relational Processes</b> and <b>Mental Processes</b>.</li> <li>• Use of <b>temporal conjunctions</b> and <b>temporal Circumstances</b>.</li> <li>• Use of past tense.</li> </ul>
Description	To describe a particular person, place or thing.	<ul style="list-style-type: none"> <li>• Identification: Identifies phenomenon to be described.</li> <li>• Description: describes parts, qualities, characteristics.</li> </ul>	<ul style="list-style-type: none"> <li>• Focus on <b>specific Participants</b></li> <li>• Use of <b>Attributive</b> and <b>Identifying Processes</b>.</li> <li>• Frequent use of <b>Ephitets</b> and <b>Classifiers</b> in nominal groups.</li> <li>• Use of simple present tense.</li> </ul>

From the diagram above, it is obvious that the 2004 National Curriculum for English lesson at Junior High School has a distinct characteristic; that is the reading texts are based on genre. The point is, students are expected to comprehend the characteristics of each type of text, the function of each text, the generic structure of texts that includes among others; the orientation of text, events, crisis, reaction, coda, etc. Each type has somewhat different text structure.

The significant lexicogrammatical features or simply the features of the language of the text are the points that students should comprehend as well. They include among others ; the use of generic human and generic non-human, the use of material process, the use of tenses, the use of exclamation mark, etc.

## **CHAPTER III**

### **RESEARCH METHODOLOGY AND FINDINGS**

#### **A. Research Methodology**

##### **1. Time and Place**

The research is conducted at SMP Negeri 1 Ciputat which is located in Jalan Cirendeu Raya No. 2 Ciputat Tangerang. The research was started from June 2008 until November 2008. The writer only borrows the English textbook of the first year of SMPN 1 Ciputat to be analyzed.

##### **2. Instrumentation of Research**

In this study, the researcher used an instructional material analysis sheet describing the criteria of material coverage aspects based on the guideline required from guideline in English textbook assessment and a course in language teaching.

##### **3. Technique of Data Analysis**

The reading passages of this English textbook are analyzed by using document analysis. The analysis is evaluated based on the criteria determined by Competence Based Curriculum and the theories proposed by Cunningsworth, (2002) and Alwasilah (1997). The following steps are implemented. 1.) The criteria are determined and designed in the form of worksheet; 2.) The English textbook is evaluated based on the criteria; 3.) The evaluation of the textbook is coded by checklist on the criteria sheet; and 4.) The data gained from the evaluation are interpreted.

The way the writer analyzed the data was by looking at the reading texts presented in 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: narrative, descriptive and recount text. The social function, schematic structure, and the significant lexicogrammatical features of the reading text as proposed in the curriculum are also checked according to each genre.

## B. Research Findings

### 1. Data Description

#### Textbook Description

The English Language Teaching book review.

Factual details

Title	: STEPPING MORE for Junior High School Grade VII
Author(s)	: Firmansyah Diyata
Publisher	: CV. REGINA
Level	: VII SMP
Physical size	: Various Green Color
Units	: 18
Lessons/Sections	: 8
Target skills	: Listening, Speaking, Reading, Writing, and Grammar
Target Learners	: Junior High School Grade VII
Target Teachers	: Teacher of Junior High School Grade VII

### 2. Data Resource

The sources of data are the reading text found in the first year of SMP Negeri 1 Ciputat: Stepping More for Junior High School Grade One authored by Firmansyah Diyata, published by CV. REGINA.

This textbook was taken because it is used by SMP Negeri 1 Ciputat where the writer did her PPKT. This English textbook comprises 18 reading lessons which in lesson there are 18 reading texts in the form of narrative, descriptive, and recount. As for the guidance of the analysis of the reading texts. The writer used the 2004 National Curriculum to know whether the textbook authors meet the demand on the reading lessons in curriculum in terms of the text genre.

Table. 3 Reading Texts in the English textbook:

Reading Text	Genre of Text	Activity of Reading
A Tree House	Narrative	<ul style="list-style-type: none"><li>• To identify main ideas and supporting details</li><li>• Read and comprehend</li></ul>

		narrative text
Fanatic Supporter	Narrative	<ul style="list-style-type: none"> <li>• To identify main ideas and supporting details</li> <li>• Read and comprehend narrative text</li> </ul>
Mr. George's Family	Narrative	<ul style="list-style-type: none"> <li>• To identify main ideas and supporting details</li> <li>• Read and comprehend narrative text</li> </ul>
A Present	Narrative	<ul style="list-style-type: none"> <li>• To identify main ideas and supporting details</li> <li>• Read and comprehend narrative text</li> </ul>
An Interview	Narrative	<ul style="list-style-type: none"> <li>• To identify main ideas and supporting details</li> <li>• Read and comprehend narrative text</li> </ul>
The Actor's Family	Narrative	<ul style="list-style-type: none"> <li>• To identify main ideas and supporting details</li> <li>• Read and comprehend narrative text</li> </ul>
The Effect of Entertainment	Narrative	<ul style="list-style-type: none"> <li>• To identify main ideas and supporting details</li> <li>• Read and comprehend narrative text</li> </ul>

A Pen Pal	Descriptive	<ul style="list-style-type: none"> <li>• To identify main ideas and supporting details</li> <li>• Read and comprehend descriptive text</li> </ul>
I Live On the Tenth	Descriptive	<ul style="list-style-type: none"> <li>• To identify main ideas and supporting details</li> <li>• Read and comprehend descriptive text</li> </ul>
My Favourite Lesson	Descriptive	<ul style="list-style-type: none"> <li>• To identify main ideas and supporting details</li> <li>• Read and comprehend descriptive text</li> </ul>
Visiting My School	Descriptive	<ul style="list-style-type: none"> <li>• To identify main ideas and supporting details</li> <li>• Read and comprehend descriptive text</li> </ul>
Arman's Best Friends	Descriptive	<ul style="list-style-type: none"> <li>• To identify main ideas and supporting details</li> <li>• Read and comprehend descriptive text</li> </ul>
Yaktapena Modern School	Descriptive	<ul style="list-style-type: none"> <li>• To identify main ideas and supporting details</li> <li>• Read and comprehend descriptive text</li> </ul>
Football is My Life	Recount	<ul style="list-style-type: none"> <li>• To identify main ideas and supporting details</li> </ul>

		<ul style="list-style-type: none"> <li>• Read and comprehend recount text</li> </ul>
Making a Kite	Recount	<ul style="list-style-type: none"> <li>• To identify main ideas and supporting details</li> <li>• Read and comprehend recount text</li> </ul>
Kampung Bali	Recount	<ul style="list-style-type: none"> <li>• To identify main ideas and supporting details</li> <li>• Read and comprehend recount text</li> </ul>
My Hometown	Recount	<ul style="list-style-type: none"> <li>• To identify main ideas and supporting details</li> <li>• Read and comprehend recount text</li> </ul>
Traditional Market or Supermarket?	Recount	<ul style="list-style-type: none"> <li>• To identify main ideas and supporting details</li> <li>• Read and comprehend recount text</li> </ul>

The purposes of reading lessons in this English textbook are to enable learners (1) to identify main ideas, (2) to identify the supporting details, (3) to read a loud the text, and (4) to comprehend the text. The genres of text presented in this textbook are 6 narrative texts, 6 descriptive texts, and 6 recount texts.

### 3. Data Collection

The method of data collection the writer used is taking out the reading texts from the English textbooks. There are 18 texts in the textbooks (6 descriptive texts, 6 narrative texts, and 6 recount texts) but the writer took only 6 texts ( 2 texts for each genre of texts ). The present study uses the 2004 National

Curriculum to see their demands on reading lessons. The demands include the genre of reading text and their characteristics.

#### 4. Data Analysis

In this section, the writer tries to analyze the collected data qualitatively by looking at the reading texts presented in 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: narrative, descriptive and recount text. The social function, schematic structure, and the significant lexicogrammatical features of the reading text as proposed in the curriculum are also checked according to each genre.

##### The Analysis of the Genre of Reading Texts:

###### a. Narrative text

By reading a narrative text, students are expected:

1. To identify the main idea; thus students are expected to understand the content of the text and get the main idea of the text.
2. To read a loud, students are expected to read a narrative text loudly, and
3. To identify the rhetoric steps of the narrative text; students are expected to understand the flow of the story on narrative text. There are 6 narrative texts available in “STEPPING MORE”.

The writer presents below the analysis of the text “ A Tree House “ and “ A Fanatic Supporter “ taken randomly from the English textbook unit III, IV, and IV (see appendix) to perform the characteristics of the narrative text. The analysis is done in terms of social function, generic structure, and lexicogrammatical feature of the text.

Table.4 Characteristics of Narrative Text.

Reading Text: “A Tree House“

Social Function	Generic Structure	Significant
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		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 kind, which in turn finds a resolution.	<ul style="list-style-type: none"> <li>• Orientation: <i>Last week Arman, Fadli, and Sulthan built a tree house.</i></li> <li>• Evaluation: Complication: <i>They built it in a tree in the backyard of Arman's house.</i></li> <li>• Resolution: <i>After they finished it, they asked their friends to join.</i></li> <li>• Re-orientation: <i>Finally they had lunch together in the tree house.</i></li> </ul>	<ul style="list-style-type: none"> <li>• Focus on <b>specific</b> and usually <b>individualized Participants</b>.</li> <li>• Use of <b>Material Processes</b> (and in this text, <b>Behavioural</b> and <b>Verbal Processes</b>).</li> <li>• Use of <b>Relational Processes</b> and <b>Mental Processes</b>.</li> <li>• Use of <b>temporal conjunctions</b> and <b>temporal Circumstances</b>.</li> <li>• Use of <b>past tense</b>.</li> </ul>

Table.5 Characteristics of Narrative Text.

Reading Text: "A Fanatic Supporter"

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 kind, which in turn finds a resolution.	<ul style="list-style-type: none"> <li>• Orientation: <i>Arman, Fadli, Kazan, and Sulthan love football.</i></li> <li>• Evaluation: Complication: <i>They always support Persib Bandung.</i></li> <li>• Resolution: <i>At the end of the game, the score was draw, 2-2.</i></li> <li>• Re-orientation: <i>They were still happy because they saw an exciting game and their favorite team did not lose the game.</i></li> </ul>	<ul style="list-style-type: none"> <li>• Focus on <b>specific</b> and usually <b>individualized Participants</b>.</li> <li>• Use of <b>Material Processes</b> (and in this text, <b>Behavioural</b> and <b>Verbal Processes</b>).</li> <li>• Use of <b>Relational Processes</b> and <b>Mental Processes</b>.</li> <li>• Use of <b>temporal conjunctions</b> and <b>temporal Circumstances</b>.</li> <li>• Use of <b>past tense</b>.</li> </ul>

b. Descriptive Text

It can be noticed that in that chapter that discusses a descriptive text, students are expected:

1. To identify the main idea; thus students are expected to understand the content of the text and get the main idea of the text.
2. To read a loud, students are expected to read a descriptive text loudly, and
3. To identify the rhetoric steps of the descriptive text; students are expected to understand the flow of the story on descriptive text. There are 6 descriptive texts available in “STEPPING MORE”.

The writer presents below the analysis of the text “Arman’s Best Friends“ and “Yaktapena Modern School“ taken randomly from the English textbook unit I and II (see appendix) to perform the characteristics of the narrative text. The analysis is done in terms of social function, generic structure, and lexicogrammatical feature of the text.

Table.6 Characteristics of Descriptive Text.

Reading Text: “Arman’s Best Friends“

Social Function	Generic Structure	Significant Lexicogrammatical Features
To describe a particular person, place or thing.	<ul style="list-style-type: none"> <li>• Identification: <i>Arman has two best friends. Their names are Fadli and Sulthan.</i></li> <li>• Description: <i>Fadli and Sulthan are very different. Sulthan is the opposite of Fadli.</i></li> </ul>	<ul style="list-style-type: none"> <li>• Focus on <b>specific Participants</b></li> <li>• Use of <b>Attributive</b> and <b>Identifying Processes</b>.</li> <li>• Frequent use of <b>Ephitets and Classifiers</b> in nominal groups.</li> <li>• Use of simple present tense.</li> </ul>

Table.7 Characteristics of Descriptive Text.

Reading Text: “Yaktapena Modern School“

Social Function	Generic Structure	Significant Lexicogrammatical Features
To describe a particular person, place or thing.	<ul style="list-style-type: none"> <li>• Identification: <i>Yaktapena is the best school in my hometown.</i></li> <li>• Description: <i>Yaktapena is a private school for junior and senior high school. The library in this school is very big. There are three laboratories in this school.</i></li> </ul>	<ul style="list-style-type: none"> <li>• Focus on <b>specific Participants</b></li> <li>• Use of <b>Attributive and Identifying Processes</b>.</li> <li>• Frequent use of <b>Ephitets and Classifiers</b> in nominal groups.</li> <li>• Use of simple present tense.</li> </ul>

### c. Recount Text

After reading a recount text, students are expected:

1. To identify the main idea; thus students are expected to understand the content of the text and get the main idea of the text.
2. To read a loud, students are expected to read a recount text loudly, and
3. To identify the rhetoric steps of the recount text; students are expected to understand the flow of the story on recount text. There are 6 recount texts available in “STEPPING MORE”.

The writer presents below the analysis of the text “Football is My Life“ and “Making a Kite“ taken randomly from the English textbook unit IV and VII (see appendix) to perform the characteristics of the recount text. The analysis is done in terms of social function, generic structure, and lexicogrammatical feature of the text.

Table.8 Characteristics of Recount Text.

Reading Text “Football is My Life”

Social Function	Generic Structure	Significant Lexicogrammatical Features
To <b>retell events</b> for the purpose of <b>informing or</b>	<ul style="list-style-type: none"> <li>• Orientation: <i>People have hobbies.</i></li> </ul>	<ul style="list-style-type: none"> <li>• Focus on specific Participants</li> </ul>

<b>entertaining</b>	<ul style="list-style-type: none"> <li>• Events: <i>When I was a child, I had a dream to become a football player.</i></li> <li>• Re-orientation: <i>so, although I am not a football player, I am a big fan of football because my love will be everlasting.</i></li> </ul>	<ul style="list-style-type: none"> <li>• Use of <i>material processes</i></li> <li>• Circumstances of time and place</li> <li>• Use of past tense</li> <li>• Focus on temporal sequence.</li> </ul>
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Table.9 Characteristics of Recount Text.

Reading Text “Making a Kite”

Social Function	Generic Structure	Lexicogrammatical Features
To <b>retell events</b> for the purpose of <b>informing or entertaining</b>	<ul style="list-style-type: none"> <li>• Orientation: <i>If I see flying a kite</i></li> <li>• Events: <i>It was a summer</i></li> <li>• Re-orientation: <i>They could fly! We were very proud of our work</i></li> </ul>	<ul style="list-style-type: none"> <li>• Focus on specific Participants</li> <li>• Use of <i>material processes</i></li> <li>• Circumstances of time and place</li> <li>• Use of past tense</li> <li>• Focus on temporal sequence.</li> </ul>

### 5. Interpretation of Data Analysis

From data analysis of this English textbook, reading texts which are 2 narrative, 2 descriptive, and 2 recount texts do not present the social function, the schematic structure of texts that includes: the orientation of text, events, crisis, reaction, coda, etc, the significant lexicogrammatical features that include: the use of generic human and generic non – human, the use of material process, mental process, the use of tenses, the use of exclamation mark, etc.

## CHAPTER IV

## CONCLUSION AND SUGGESTION

### A. Conclusion

After analyzing and examining the reading texts in the Stepping More grade 1 for Junior High School, the writer comes to some conclusions, as follows:

#### The Genre of Reading Texts

As proposed in the 2004 National Curriculum. The reading lesson in English textbooks counts on the genre of reading texts, the writer found that English textbooks grade 1 present the reading texts in distinct various genre. There are 18 reading texts in this English textbook and they cover the demands of the curriculum on the types of genre, which for textbook grade 1 are narrative, descriptive, and recount texts.

In the National Curriculum proposes not only the types of genre text but also the criteria of each genre text, the social function, the generic structure, and the significant lexicogrammatical features of each text genre. From the analysis of 6 texts ( 2 narrative texts, 2 descriptive texts, and 2 recount texts ) taken from this book, the writer found that texts still do not cover the demand of curriculum on the social function or the purpose of each genre of text, especially the presentation of the texts.

For the generic structure of texts that includes: the orientation of text, events, crisis, reaction, coda, etc. It is not found that of 6 texts.

For the significant lexicogrammatical features that include : the use of generic human and generic non – human, the use of material process, mental process, the use of tenses, the use of exclamation mark, etc. It is not found that of 6 texts.

The writer concluded that the English textbooks, in presenting the reading text materials, have not covered more than half of the number of the curriculum demand, it is obvious that it is not simple to find text genre that cover all characteristics proposed by the curriculum.

### B. Suggestion

The following are some suggestion for English teachers, principal, and further researcher:

1. For the principal

The school principal should help the teachers in existing teaching materials by supplying English textbooks adequately for all students and appropriate with students' needs and levels

2. For the English teacher

a. The English teacher should have another English textbook which presents the reading texts, the writer suggests that the criteria of each genre text, the social function, the schematic structure, and the language features of each text genre should be clearly explained in order to make the students know the concept of the genre of texts itself, so they can distinguish some genre of texts. Also, it is better to give the definition of the genre of text. So the teacher can explain the material clearly and the students can achieve a better result in English lesson.

b. The English teachers should prepare and select teaching materials well, not only from one textbook, but also from other sources.

3. For the further researchers

The further researchers are suggested that they conduct further study about the reading passages analysis.

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## APPENDIX 1

### NARRATIVE TEXT

#### *Snow White*

Once upon a time there lived a little girl named Snow White. She lived with her Aunt and Uncle because her parents were dead.

One day she heard her Uncle and Aunt talking about leaving Snow White in the castle because they both wanted to go to America and they didn't have enough money to take Snow White.

Snow White did not want her Uncle and Aunt to do this so she decided it would be best if she ran away. The next morning she ran away from home when her Aunt and Uncle were having breakfast. She ran away into the woods.

She was very tired and hungry. Then she saw this little cottage. She knocked but no one answered so she went inside and fell asleep.

Meanwhile, the seven dwarfs were coming home from work. They went inside. There they found Snow White sleeping. Then Snow White woke up. She saw the dwarfs. The dwarfs said, what is your name? Snow White said, 'My name is Snow White'. Doc said, 'If you wish, you may live here with us'. Snow White said, 'Oh could (I)? Thank you'. Then Snow White told the dwarfs the whole story and Snow White and the 7 dwarfs lived happily ever after.

#### Orientation

Once upon a time there *lived* **a little girl named Snow White**. She *lived* with **her Aunt and Uncle** because **her parents** *were* dead.

#### Major Complication

One day she *heard* **her Uncle and Aunt** *talking* about leaving **Snow White** in the castle because **they** both *wanted* to go to America and **they** *didn't have* enough money to take **Snow White**.

#### Resolution

**Snow White** *did not want* **her Uncle and Aunt** to do this so she *decided* it *would be* best if she *ran away*. The next morning she *ran away* from home when **her Aunt and Uncle** were *having* breakfast. She *ran away* into the woods.

#### Complication

She **was** very tired and hungry.

### **Resolution**

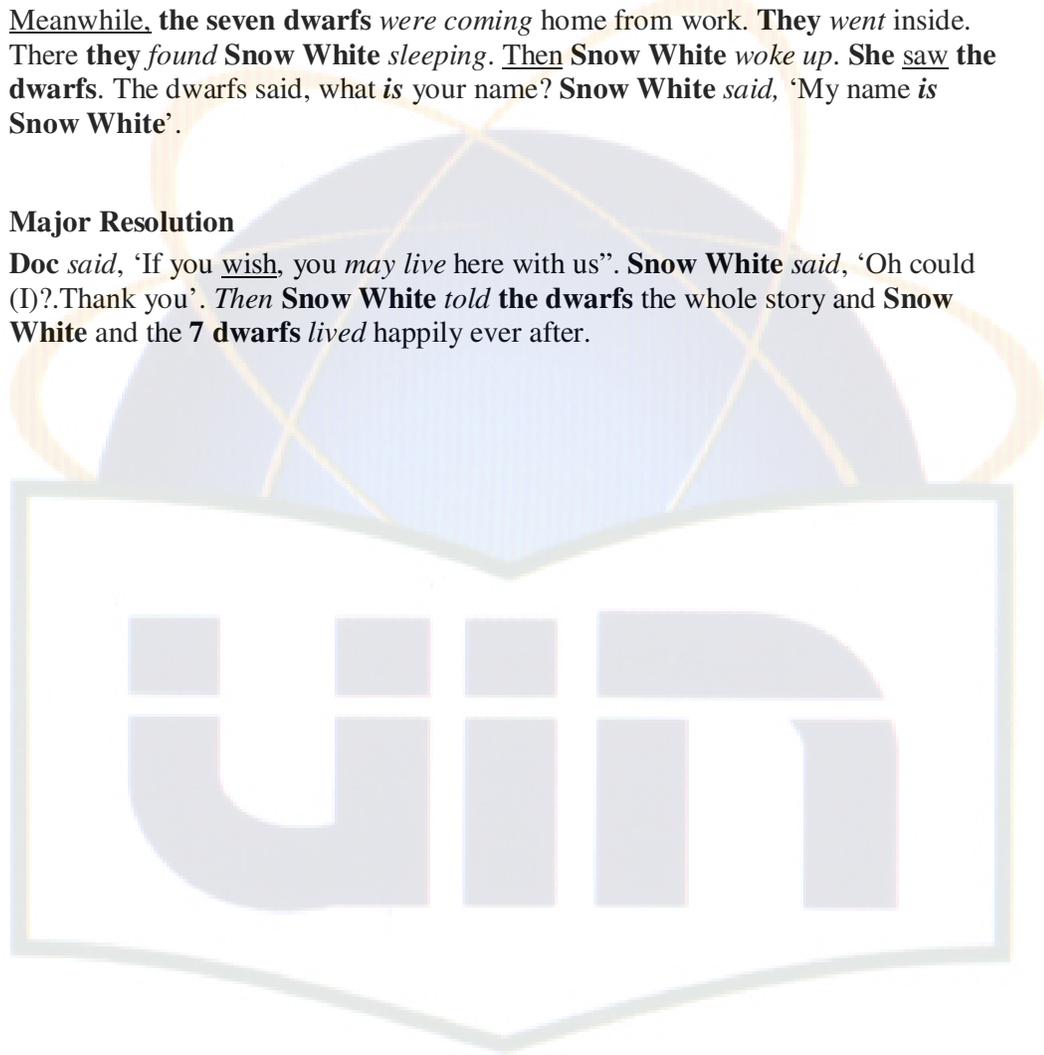
Then she saw this little cottage. **She** *knocked* but no one *answered* so she *went* inside and *fell asleep*.

### **Complication**

Meanwhile, the seven dwarfs *were coming* home from work. **They** *went* inside. There **they found Snow White sleeping**. Then Snow White *woke up*. **She saw the dwarfs**. The dwarfs said, what *is* your name? **Snow White** *said*, 'My name *is* Snow White'.

### **Major Resolution**

**Doc** *said*, 'If you wish, you *may live* here with us". **Snow White** *said*, 'Oh could (I)? Thank you'. *Then Snow White told the dwarfs* the whole story and **Snow White** and the **7 dwarfs** *lived* happily ever after.

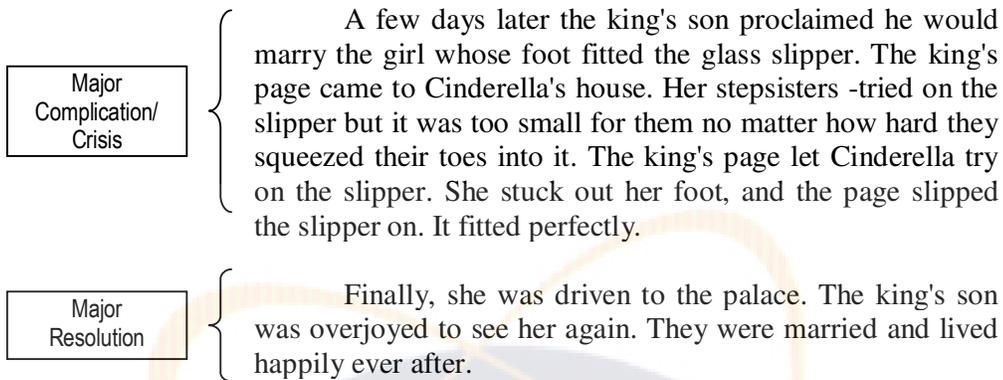


## NARRATIVE TEXT

### Schematic Structure

#### **Cinderella**

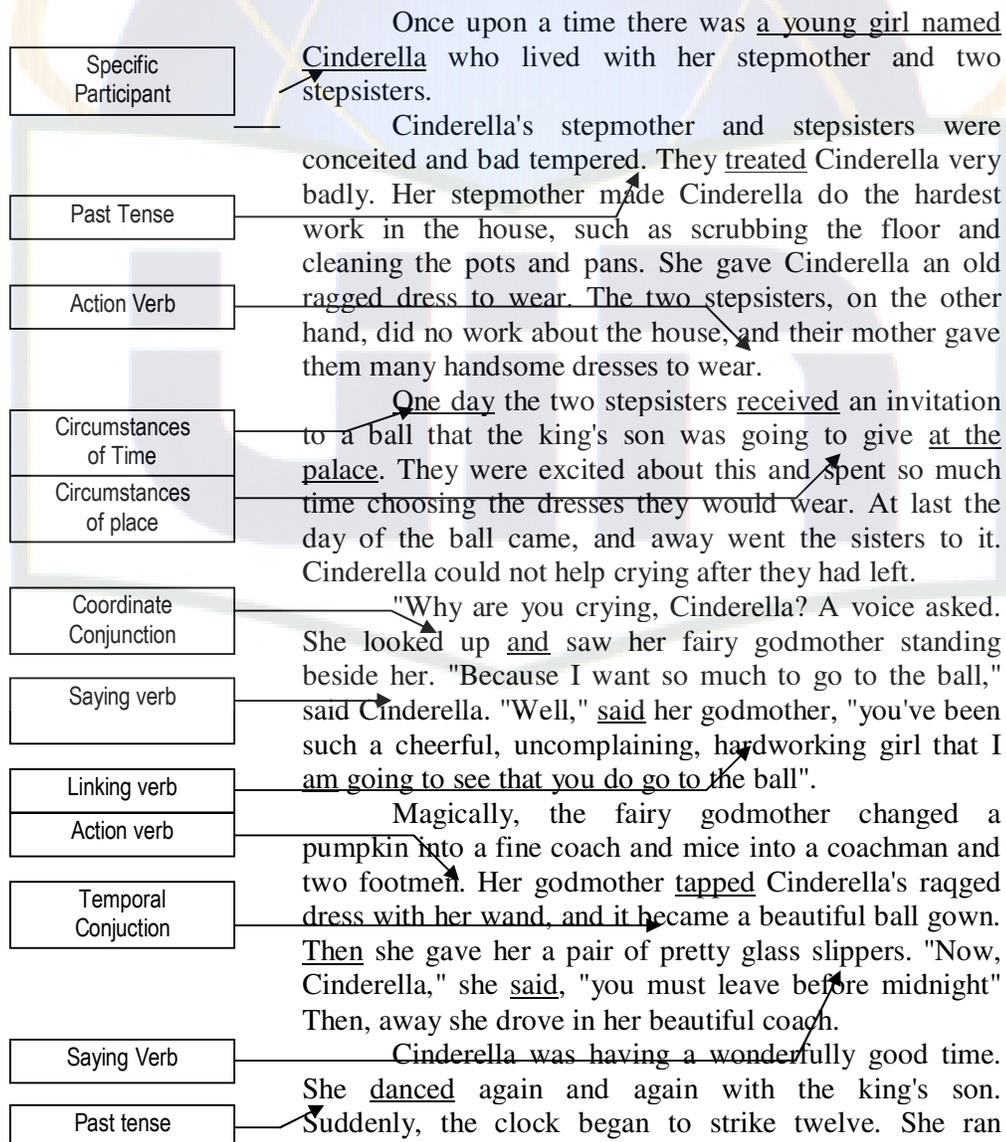
Orientation	{ Once upon a time there was a young girl named Cinderella who lived with her stepmother and two stepsisters.
Major Complication	{ Cinderella's stepmother and stepsisters were conceited and bad tempered. They treated Cinderella very badly. Her stepmother made Cinderella do the hardest work in the house, such as scrubbing the floor and cleaning the pots and pans. She gave Cinderella an old ragged dress to wear. The two stepsisters, on the other hand, did no work about the house, and their mother gave them many handsome dresses to wear.
Complication	{ One day the two stepsisters received an invitation to a ball that the king's son was going to give at the palace. They were excited about this and spent so much time choosing the dresses they would wear. At last the day of the ball came, and away went the sisters to it. Cinderella could not help crying after they had left.
Resolution	{ "Why are you crying, Cinderella? A voice asked. She looked up and saw her fairy godmother standing beside her. "Because I want so much to go to the ball," said Cinderella. "Well," said her godmother, "you've been such a cheerful, uncomplaining, hardworking girl that I am going to see that you do go to the ball".
Resolution	{ Magically, the fairy godmother changed a pumpkin into a fine coach and mice into a coachman and two footmen. Her godmother tapped Cinderella's ragged dress with her wand, and it became a beautiful ball gown. Then she gave her a pair of pretty glass slippers. "Now, Cinderella," she said, "you must leave before midnight" Then, away she drove in her beautiful coach.
Resolution	{ Cinderella was having a wonderfully good time. She danced again and again with the king's son. Suddenly, the clock began to strike twelve. She ran towards the door as quickly as she could. In her hurry, one of her "glass slippers came off and was left behind.



**NARRATIVE TEXT**

Linguistic Features

**Cinderella**



towards the door as quickly as she could. In her hurry, one of her "glass slippers came off and was left behind.

Saying Verb

A few days later the king's son proclaimed he would marry the girl whose foot fitted the glass slipper.

Past tense

The king's page came to Cinderella's house. Her stepsisters tried on the slipper but it was too small for them no matter how hard they squeezed their toes into it.

Temporal Conjunction

The king's page let Cinderella try on the slipper. She stuck out her foot, and the page slipped the slipper on. It fitted perfectly.

Mental verb

Finally, she was driven to the palace. The king's son was overjoyed to see her again. They were married and lived happily ever after.



## APPENDIX 2

### DESCRIPTIVE TEXT

#### Natural Bridge National Park

Natural Bridge National Park is a lush tropical rainforest. It is located 110 kilometers south of Brisbane and is reached by following the Pacific Highway to Nerang and then by traveling through the Numinbah Valley. This scenic roadway lies in the shadow of the Lamington National Park.

The phenomenon of the rock formed into a natural 'arch' and the cave through which a waterfall cascades is a short 1 kilometer walk below a dense rainforest canopy from the main picnic area. Swimming is permitted in the rock pools. Night-time visitors to the cave will discover the unique feature of the glow worms. Picnic areas offer toilets, barbecues, shelter sheds, water and fireplaces; however, overnight camping is not permitted.

#### Identification

**Natural Bridge National Park** is a lush tropical rainforest.

#### Description

It is *located* 110 kilometers south of Brisbane and is reached by following **the Pacific Highway** to Nerang and then by traveling through **the Numinbah Valley**. **This scenic roadway** *lies* in the shadow of **the Lamington National Park**.

**The phenomenon of the rock formed into a natural 'arch' and the cave through which a waterfall cascades** is a short 1 kilometer walk below a dense rainforest canopy from **the main picnic area**. Swimming is permitted in **the rock pools**. Night-time visitors to the cave will discover the unique feature of the glow worms.

**Picnic areas** *offer* toilets, barbecues, shelter sheds, water and fireplaces; however, overnight camping is not permitted.

## DESCRIPTIVE TEXT

### Schematic Structure

#### **Borobudur Temple**

Identification

Borobudur is a great Buddhist temple.

Description

The temple is located in Magelang on the island of Java in Indonesia. Built in the 9<sup>th</sup> century under the Sailendra dynasty of Java, it was abandoned in the 11th century and partially excavated by archaeologists in the early 20th century.

Influenced by the Gupta architecture of India, the temple is constructed on a hill 46 m (150 ft) high and consists of eight step like stone terraces, one on top of the other. The first five terraces are square and surrounded by walls adorned with Buddhist sculpture in bas-relief; the upper three are circular, each with a circle of bell-shaped stupas (Buddhist shrines). The entire edifice is crowned by a large stupa at the center of the top circle. The way to the summit extends through some 4.8 km (some 3 mi) of passages and stairways. The design of Borobudur, a temple-mountain symbolizing the structure of the universe, influenced temples built at Angkor; Cambodia. Borobudur was rededicated as an Indonesian national monument in 1983 following extensive reclamation, aided by the United Nations.

## DESCRIPTIVE TEXT

### *Linguistic Features*

#### **Borobudur Temple**

Borobudur is a great Buddhist temple.

Specific  
Participant

Simple Present  
Tense

Being Verb

Simple Present  
Tense

Being Verb

Noun phrase

Adjective

Noun phrase

The temple is located in Magelang on the island of Java in Indonesia. Built in the 9<sup>th</sup> century under the Sailendra dynasty of Java, it was abandoned in the 11th century and partially excavated by archaeologists in the early 20th century.

Influenced by the Gupta architecture of India, the temple is constructed on a hill 46 m (150 ft) high and consists of eight steplike stone terraces, one on top of the other. The first five terraces are square and surrounded by walls adorned with Buddhist sculpture in bas-relief; the upper three are circular, each with a circle of bell-shaped stupas (Buddhist shrines). The entire edifice is crowned by a large stupa at the center of the top circle. The way to the summit extends through some 4.8 km (some 3 mi) of passages and stairways. The design of Borobudur, a temple-mountain symbolizing the structure of the universe, influenced temples built at Angkor; Cambodia. Borobudur was rededicated as an Indonesian national monument in 1983 following extensive reclamation, aided by the United Nations.

## APPENDIX 3

### RECOUNT TEXT

#### Earthquake

When I got back to town, well, as I said, there wasn't much left. At first I thought a tyre had gone but then I saw telegraph poles collapsing like matchsticks.

The rocks came tumbling across the road and I had to abandon the car. I was driving along the coast road when the car suddenly lurched to one side.

#### Orientation

*I was driving along the coast road when **the car** suddenly *lurched to one side*.*

#### Event 1

At first **I** thought **a tyre** *had gone* but then **I** saw **telegraph poles** *collapsing* like matchsticks.

#### Event 2

**The rocks** *came tumbling across the road* and **I** *had to abandon **the car***.

#### Event 3

When **I** *got back to town*, well, as **I** said, there wasn't much left.

Note that young writers often indicate temporal sequence with 'and then, and then, and then', Alternatives can be modeled and used when the teacher and students jointly construct Recounts.

## RECOUNT TEXT

### Schematic Structure

Dear Dewi,

Orientation { On Saturday I went to Mount Bromo. I stayed at Nisa and Achmad's house at Cemara Lawans, Probolinggo. It has a big garden with' lots of colorful flowers and a fishpond.

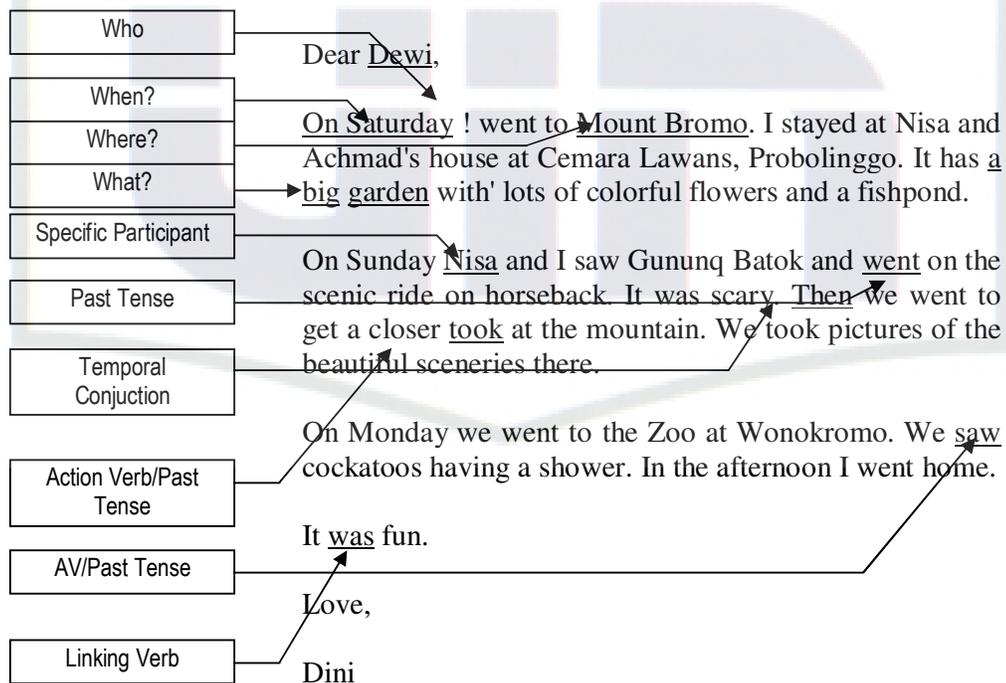
Event { On Sunday Nisa and I saw Gunung Batok and went on the scenic ride on horseback. It was scary. Then we went to get a closer took at the mountain. We took pictures of the beautiful sceneries there.

Event { On Monday we went to the Zoo at Wonokromo. We saw cockatoos having a shower. In the afternoon I went home.

Reorientation { It was fun.

Love,  
Dini

### Linguistic Features

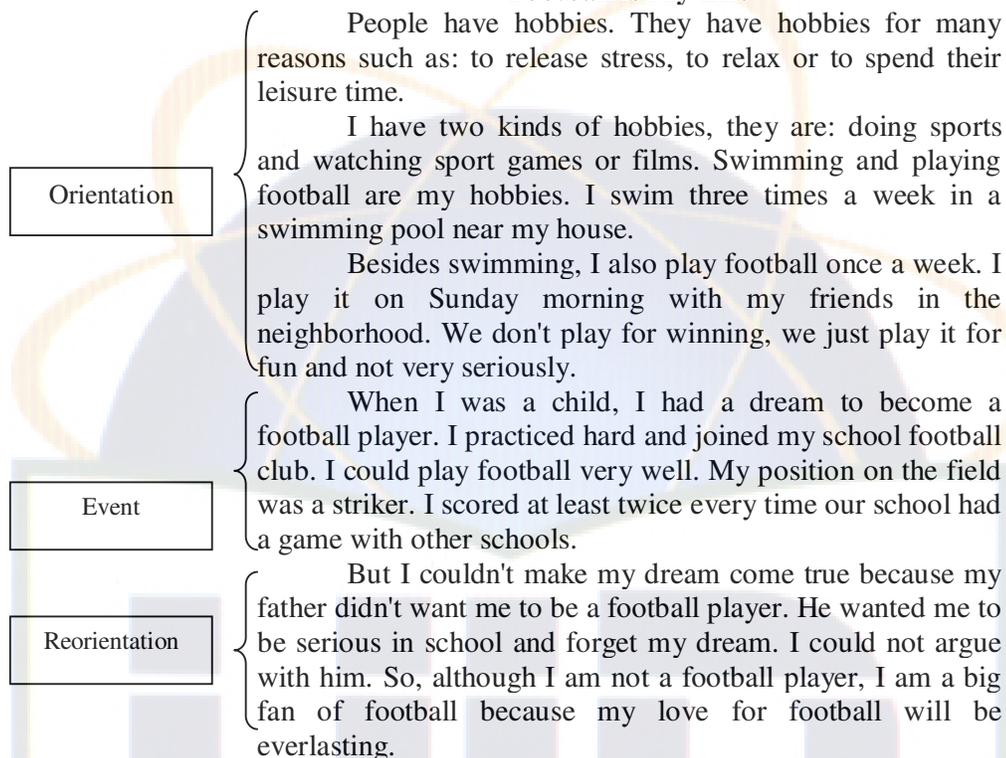


## APPENDIX 4

### Schematic Structure

Recount Text  
*Reading Text1*

#### **Football is My Life**



*(Taken from "STEPPING MORE" Grade VII for Junior High School/Madrasah Tsanawiyah page 127)*

Linguistic Features

Recount Text  
*Reading Text*

**Football is My Life**

Who — ~~People have hobbies. They have hobbies for many reasons such as:~~ to release stress, to relax or to spend their leisure time.

When — I have two kinds of hobbies, they are: doing sports and watching sport games or films. Swimming and playing football are my hobbies. I swim three times a week in a swimming pool near my house.

Where — Besides swimming, I also play football once a week. I play it on Sunday morning with my friends in the neighborhood. We don't play for winning, we just play it for fun and not very seriously.

What — When I was a child, I had a dream to become a football player. I practiced hard and joined my school football club. I could play football very well. My position on the field was a striker. I scored at least twice every time our school had a game with other schools.

Specific Participant — ~~But I~~ couldn't make my dream come true because my father didn't want me to be a football player. He wanted me to be serious in school and forget my dream. I could not argue with him. So, although I am not a football player, I am a big fan of football because my love for football will be everlasting.

Temporal Conjunction —

Past Tense — *(Taken from "STEPPING MORE" Grade VII for Junior High School/Madrasah Tsanawiyah page 127)*

## APPENDIX 5

### Schematic Structure

Recount Text  
*Reading Text2*

#### **Making a Kite**

Orientation

If I see a flying kite, I always remember the first one I made. It was when I was 10 years old. I had a friend named Ucok. He was very kind and clever. He came from a simple family. His father was a police officer and his mother was a teacher. Ucok had 2 brothers and one sister. His brothers and sister were my friends too, but Ucok was the one that was closest to me.

Event

It was a summer. In my village, children and adults always flew kites when summer came. They played it in a huge field near the hill. I really wanted to fly a kite at that time, but unfortunately I didn't have money to buy one. All I have was kite of string. I could only watch people flying their kites. When I was watching them, Ucok came over to me. He was in the same situation as me. Suddenly he came up with the idea to make our own kites. I felt that what he wanted was impossible, but he succeeded in convincing me.

Reorientation

We went home and got a bunch of old newspapers. It was easy for us to get bamboo because there was a bamboo field at the back of my house. We spent three hours to make a couple of kites. We were very nervous when we were about to fly them because we were not very sure that the kites could fly. But we were wrong. They could fly! We were very proud of our work and since that time we never bought kites again, because we could make them by ourselves.

*(Taken from "STEPPING MORE" Grade VII for Junior High School/Madrasah Tsanawiyah page 134)*

Linguistic Features

Recount Text  
Reading Text2

**Making a Kite**

Who	If I see a flying kite, I always remember the first one I made. It was when I was 10 years old. I had a friend named Ucok. He was very kind and clever. He came from a simple family. His father was a police officer and his mother was a teacher. Ucok had 2 brothers and one sister. His brothers and sister were my friends too, but Ucok was the one that was closest to me.
When	
Where	It was a summer. In my village, children and adults always flew kites when summer came. They played it in a huge field near the hill. I really wanted to fly a kite at that time, but unfortunately I didn't have money to buy one. All I have was kite of string. I could only watch people flying their kites. When I was watching them, Ucok came over to me. He was in the same situation as me. Suddenly he came up with the idea to make our own kites. I felt that what he wanted was impossible, but he succeeded in convincing me.
What	
Specific Participant	We went home and got a bunch of old newspapers. It was easy for us to get bamboo because there was a bamboo field at the back of my house. We spent three hours to make a couple of kites. We were very nervous when we were about to fly them because we were not very sure that the kites could fly. But we were wrong. They could fly! We were very proud of our work and since that time we never bought kites again, because we could make them by ourselves.
Temporal Conjunction	
Past Tense/Action Verb	( Taken from "STEPPING MORE" Grade VII for Junior High School/Madrasah Tsanawiyah page 134)

## APPENDIX 6

### Schematic Structure

#### **Narrative Text**

#### *Reading Text 1*

#### **A Tree House**

Orientation	Last week Arman, Fadli, and Sulthan built a tree house. They built it in a tree in the backyard of Arman's house. The tree is very big but not very tall. Before they built the tree house, they made a ladder from a rope to climb up the tree. They had different jobs. Arman designed the house, Fadli cut the wood and sawed the planks, and Arman hammered the nails. They spent three hours making that tree house.
Complication	
Resolution	After they finished it, they asked their friends to join. They called Olivia, Alya, and Kazan to come. When their friends came, they played together in the tree house. Alya and Olivia cooked and the boys tried to put in the lamp in their tree house. When they succeeded to put the lamp, the girls finished cooking. Finally they had lunch together in the tree house.
Re-orientation	

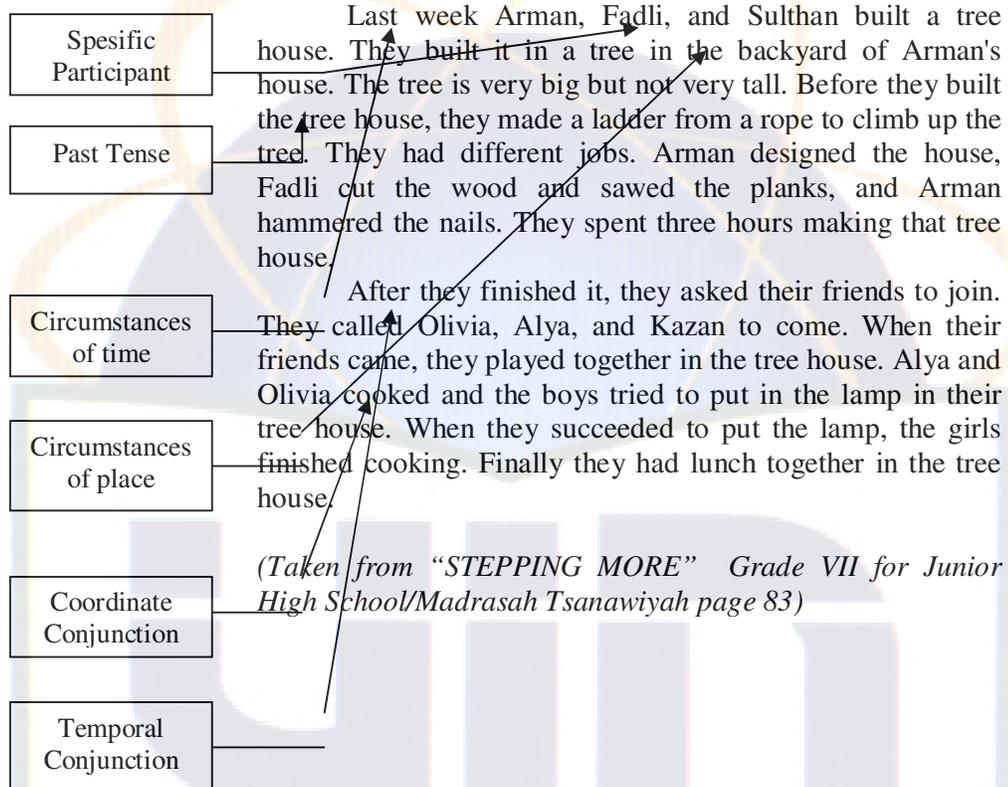
*(Taken from "STEPPING MORE" Grade VII for Junior High School/Madrasah Tsanawiyah page 83)*

Linguistic Features

**Narrative Text**

*Reading Text 1*

**A Tree House**



## APPENDIX 7

### Schematic Structure

#### **Narrative Text** *Reading Text 2*

#### **Fanatic Supporter**

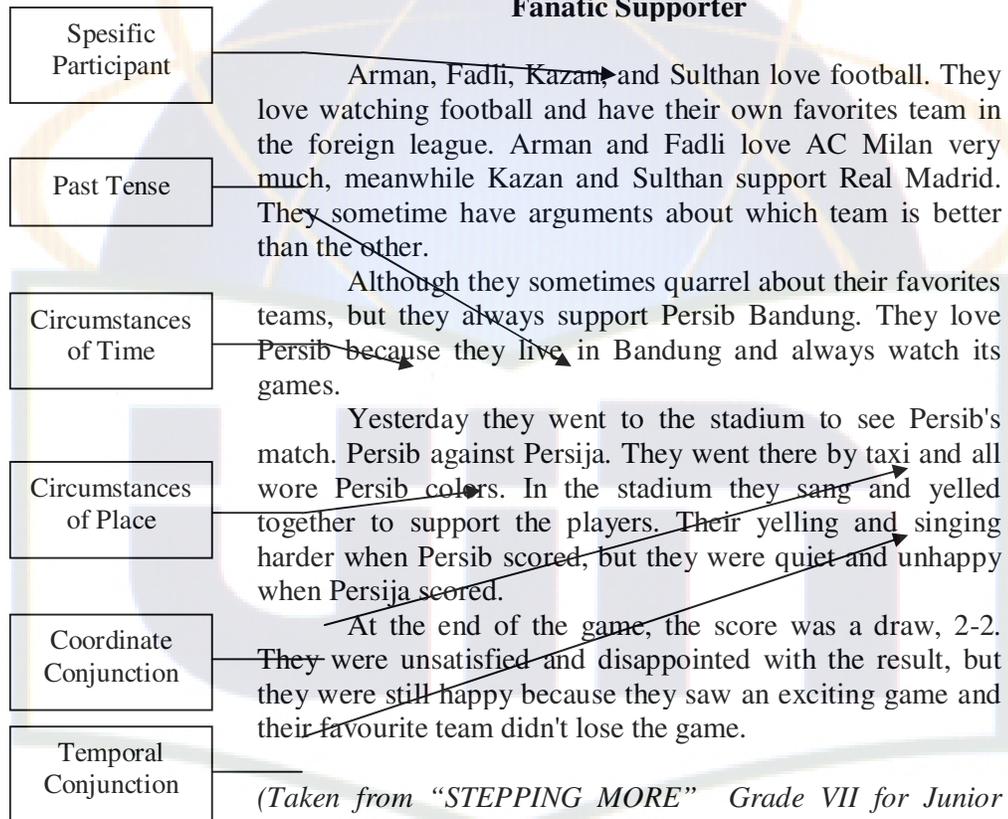
Orientation	{ Arman, Fadli, Kazan, and Sulthan love football. They love watching football and have their own favorites team in the foreign league. Arman and Fadli love AC Milan very much, meanwhile Kazan and Sulthan support Real Madrid. They sometime have arguments about which team is better than the other.
Complication	{ Although they sometimes quarrel about their favorites teams, but they always support Persib Bandung. They love Persib because they live in Bandung and always watch its games.
Resolution	{ Yesterday they went to the stadium to see Persib's match. Persib against Persija. They went there by taxi and all wore Persib colors. In the stadium they sang and yelled together to support the players. Their yelling and singing harder when Persib scored, but they were quiet and unhappy when Persija scored.
Re-orientation	{ At the end of the game, the score was a draw, 2-2. They were unsatisfied and disappointed with the result, but they were still happy because they saw an exciting game and their favourite team didn't lose the game.

*(Taken from "STEPPING MORE" Grade VII for Junior High School/Madrasah Tsanawiyah page 118)*

Linguistic Features

**Narrative Text**  
*Reading Text 2*

**Fanatic Supporter**



*(Taken from "STEPPING MORE" Grade VII for Junior High School/Madrasah Tsanawiyah page 118)*

## APPENDIX 8

### Schematic Structure

#### **Descriptive Text**

##### *Reading Text 1*

#### **Arman's Best Friends**

Identification

Arman has two best friends. Their names are Fadli and Sulthan. Fadli and Sulthan are very different. Fadli is short and fat. He has black straight hair. He likes eating but he hates doing sports. Fadli is also very clever in Math. He always gets the best score in Math.

Description

Sulthan is the opposite of Fadli. He is tall and thin. He has black curly hair. He likes eating too, but he doesn't like eating sweets or chocolate. Sulthan likes doing sport. He plays football and basketball. Sulthan can do all the school lessons well, but English is his favourite lesson.

*(Taken from "STEPPING MORE" Grade VII for Junior High School/Madrasah Tsanawiyah page 31)*

Linguistic Features

**Descriptive Text**  
*Reading Text 1*

**Arman's Best Friends**

Specific Participant	Arman has two best friends. Their names are Fadli and Sulthan. Fadli and Sulthan are very different. Fadli is short and fat. He has black straight hair. He likes eating but he hates doing sports. Fadli is also very clever in Math. He always gets the best score in Math.
Simple Present Tense	
Being Verb	Sulthan is the opposite of Fadli. He is tall and thin. He has black curly hair. He likes eating too, but he doesn't like eating sweets or chocolate. Sulthan likes doing sport. He plays football and basketball. Sulthan can do all the school lessons well, but English is his favourite lesson.
Noun Phrase	<i>(Taken from "STEPPING MORE" Grade VII for Junior High School/Madrasah Tsanawiyah page 31)</i>
Adjective	

## APPENDIX 9

### Schematic Structure

#### **Descriptive Text**

##### *Reading Text 2*

#### **Yaktapena Modern School**

Identification

Yaktapena is the best school in my town. It is a private school for junior and senior high school. The facilities in this school are complete and modern. It has 14 classes, a library, laboratories, a hall, and a mini football field.

Description

The library in this school is very big. It is beside the teacher's room. There are thousands of books there. Student usually come to the library to read and study because it is very quite there.

There are three laboratories in this school: computer, language, and a chemical laboratories. All the laboratories are on the second floor above the library.

The hall is behind of the school. Students can play some sports and do arts activities in this hall. There are two badminton fields and a basketball field in the hall.

In the middle of the school, there is a mini football field, but they also use the field for flag ceremonies every Mondays.

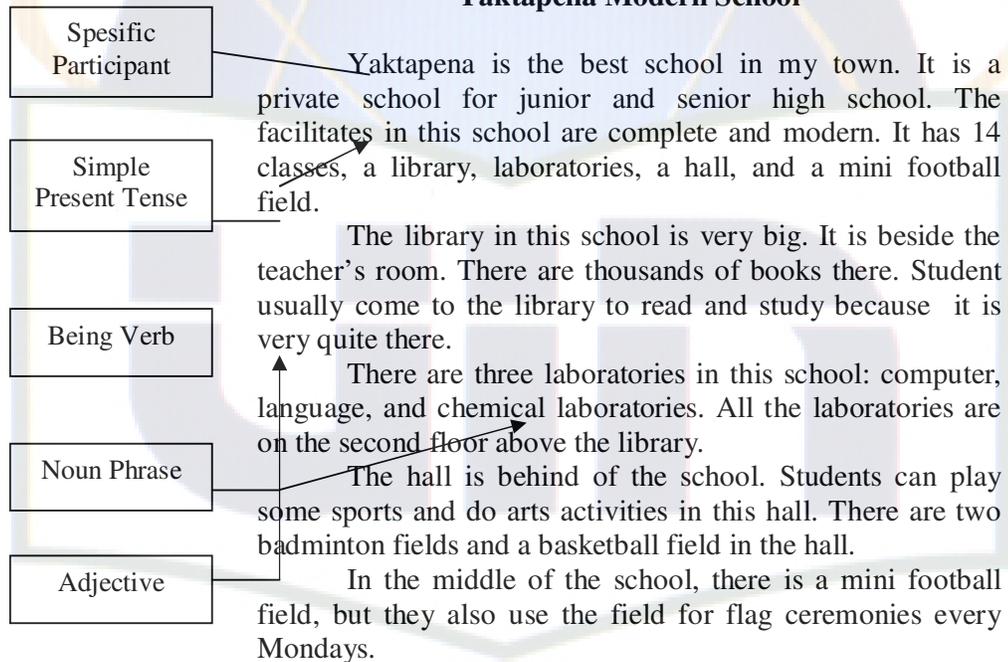
*(Taken from "STEPPING MORE" Grade VII for Junior High School/Madrasah Tsanawiyah page 47)*

Linguistic Features

**Descriptive Text**

*Reading Text 2*

**Yaktapena Modern School**



*(Taken from "STEPPING MORE" Grade VII for Junior High School/Madrasah Tsanawiyah page 47)*

