

## CHAPTER II

### Review of Related Literature

This chapter presents review of related literature which discussed the definition of reading comprehension, the process of reading, reading strategies, the techniques of reading skills, level of reading, macro skills and micro skills for reading, types of text, and textbook used in SMA.

#### A. The Definition of Reading Comprehension

There are some definitions of reading comprehension given by some experts Brown states that reading comprehension is primarily a matter of developing appropriate, efficient comprehension strategies.<sup>1</sup> According to Pearson and Johnson, reading comprehension is a process of relating the new to the known based on the similar notion.<sup>2</sup>

Reading is a process of decoding written symbols, working from smaller units (individual letters) to larger ones (word, clauses, and sentences).<sup>3</sup> The readers processes their background knowledge and interpretative printed using text using specific skills and strategies to form expectation or prediction about text, selecting and using the most productive to confirm or reject those prediction. Smith in Fauziati defines reading more pragmatically as an understanding a message conveyed by the writer through visual and non-visual information. This insight will be the point of departure in the discussion on the theories of reading. Meanwhile, Godman state that based on a modern

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<sup>1</sup> H. Douglas brown, *Teaching Principle*, p.306.

<sup>2</sup> David Nunan *Language Teaching Methodology*, New york : PrenticeHall, 1989, p.67.

<sup>3</sup> *Ibid*,p.17.

psycholinguistic perspective reading is considered as “a psycholinguistic guessing game”. The reading processes are cycles of sampling, predicting, testing, and conforming. By guessing, the readers predict, test and confirm the content of the text. This implies that the learner’s background knowledge is important to help understand the text.<sup>4</sup>

Reading comprehension is an active process in the construction of meaning. It is the process of deriving meaning from connected text. It involves word knowledge (vocabulary) as well as thinking and reasoning. The reader actively engages with the text to construct meaning. This active engagement includes making use of prior knowledge. It involves drawing inferences from the word and expressions that a writer uses to communicate information, ideas and viewpoints.<sup>5</sup> Reading comprehension is a multicomponent, highly complex process that involves many interactions between readers and they bring to the text (previous knowledge strategy use) as well as variables related to the text itself (interest in text, understanding of text types).<sup>6</sup>

In conclusion, reading is an active process of words identification involving the writers and the reader. Reading is not only process of receiving information, but also process of making and saving the data in the readers’ brain. As the result of reading, it can be seen that the readers need feedback. Thus, understand what they read.

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<sup>4</sup>Endang Fauziati, *Teaching English*, p.139.

<sup>5</sup>*International Academy of Education, Teaching Reading: Educational Practice Series-12*, (online), (<http://www.curtin.edu.au/curtin/dept/smec/iae>, accessed May 6, 2015)

<sup>6</sup>Janette K.Klingner, Sharon Vaughn, Alison Boardman, *Teaching Reading Comprehension to Students with Learning Difficult*, New York: The Guilford Press, 2007, p.8.

Whereas, comprehension is a language process and should be developed as a part of the total language arts- listening, speaking, reading, and writing, and it is a process by which the reader constructs meaning interaction with the text.<sup>7</sup> While, Fauziati defines comprehension as comprehending a text, that is an interactive process between the reader's background knowledge and a text.<sup>8</sup> Thus requires the ability to relate the textual material to one's own knowledge.

Research has shown that reading is only incidentally visual. More information is contributed by the reader than by the print on the page. That is readers understand what they read because they are able to make a stimulus beyond is graphic representation and assign it membership to an appropriate group concept already stored in their memories.<sup>9</sup>“ The moment our eyes fall on a passage of text, a complex set of physical, neurological and cognitive processes is set in motion, enabling us to convert print into meaning”.

Reading comprehension is a complex cognitive ability requiring the capacity to integrate text information with the knowledge of the listener/reader and resulting in the elaboration of a mental representation. Current models of reading comprehension highlight the importance of considering the role of different cognitive processes during text comprehension.<sup>10</sup>

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<sup>7</sup> David JCooper, *Improving Reading Comprehension*, Boston: HoughtonMifflinCompany, 1986, p.17.

<sup>8</sup>EndangFauziati, *Teaching of English as a Foreign Language*,p,138.

<sup>9</sup> H. Douglas Brown, *Teaching by Principle an Interactive Approach to Language Pedagogy*, New York: Addison Wesley Longman, 2001. P. 299.

<sup>10</sup>Caroline T. Linse, *Practical English Language Teaching Young Learners*, Newyork: Mc Grow Hill, 2005, p. 72.

and it is a process by which the reader constructs meaning interaction with the text.<sup>11</sup> While, Fauziati defines comprehension as comprehending a text, that is an interactive process between the reader's background knowledge and a text.<sup>12</sup> Thus requires the ability to relate the textual material to one's own knowledge.

In conclusion, comprehension is as the goal of reading instruction that understands of what meanings, ability to find the meaning from group of words or the text, and ability to draw inferences.

Reading skill is an acquired ability to perform well; proficiency. The term often refers to finely coordinated, complex motor acts that are the result of perceptual motor learning, such as handwriting, golf, or pottery. However, skill is also used to refer to parts of acts that are primarily intellectual, as those involved in comprehension or thinking.<sup>13</sup> According to Davies that reading skill is identifying word meaning, drawing inferences, identifying writer's technique, recognizing mood of passage, finding answers to questions. According to Munby that reading skill are recognizing script of language, deducing meaning & use of familiar lexical items, understanding (explicit and implicit information, conceptual meaning, communicative value of sentences, relations within sentences & between parts of text), recognizing : discourse indicators & main information, basic references skills, skimming and scanning. According to Lunzer et al that reading skill are word meaning in context, literal

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<sup>11</sup> David JCooper, *Improving Reading Comprehension*, Boston: Houghton Mifflin Company, 1986, P.17.

<sup>12</sup>EndangFauziati, *Teaching of English as a Foreign Language*,p,138.

<sup>13</sup>*Clarifying Differences Between Reading Skills and Reading Strategies*[http://deepblue.lib.umich.edu/bitstream/handle/2027.42/88049/RT.61.5.1.pdf?sequence=](http://deepblue.lib.umich.edu/bitstream/handle/2027.42/88049/RT.61.5.1.pdf?sequence=1)

comprehension, drawing inferences, interpretation of metaphor, finding main ideas, forming judgments. And according to Grabe that reading skill are automatic recognition skills, vocabulary and structural knowledge, formal discourse structure knowledge, content/ word background knowledge, synthesis & evaluation skills, metacognitive knowledge & skills monitoring.<sup>14</sup>

## **B. The Process of Reading**

The process of reading is divided into three parts. They are bottom-up process, top-down process and the combination of both bottom-up and top-down, namely interactive process. They are explained as follows:

### **1. Bottom-Up Processing**

In bottom-up reading process, the reader employs special skills and strategies to process information based on linguistic input from the text when he is reading; it is a text-based or data-driven mode of information processing.<sup>15</sup> In bottom-up processing, readers must first recognize a multiplicity of linguistic signals (letters, morphemes, syllables, words, phrases, grammatical cues, discourse markers) and use their linguistic data-processing mechanisms to impose some sort of order on these signals. These data-driven operations obviously require a sophisticated knowledge of the language itself. From among all the perceived data, the reader selects the signals that make some sense, that cohere, that “mean”.<sup>16</sup>

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<sup>14</sup>*Reading skills and Reading Comprehension in English for Specific Purposes*<http://active.cput.ac.za/sc/web/Our%20services/docs/shMATERIAL%20READING%20TEXTBOOKS%20-%20NEW.pdf>(accesed 06 May 2015)

<sup>15</sup>Endang Fauziati, *Teaching English*, p. 139.

<sup>16</sup>H. Douglas Brown, *Teaching English as a Foreign Language*, p. 299.

## 2. Top-Down Processing

In top-down mode, the reader processes the information from his prior knowledge to make predictions about the data from the text. It is knowledge-based or conceptually-driven mode of information process.<sup>17</sup>

Virtually all reading involves a risk-a guessing game, in Godman's words because readers must, through a puzzle-solving process, infer meanings, decide what to retain and not to retain, and move on. This is where a complementary method of processing written text is imperative: top-down, or conceptually driven, processing in which we draw on our own intelligence and experience to understand a text.<sup>18</sup>

## 3. Interactive Reading

More recent research on teaching reading has shown that a combination of top-down and bottom-up processing, or what has come to be called interactive reading, is almost always a primary ingredient in successful teaching methodology because both process are important. Nuttal in Brown states that in practice, a reader continually shifts from one focus to another, now adopting a top-down approach to predict, probable meaning, then moving to the bottom-up approach to check whether that is really what the writer says.<sup>19</sup>

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<sup>17</sup>Endang Fauziati, *Teaching English as a Foreign Language*, Surakarta: Muhammadiyah University, 2002, p. 139.

<sup>18</sup>H. Douglas Brown, *Teaching of English as a Foreign Language*, p. 299.

<sup>19</sup>*Ibid.*, p. 299

### C. Reading Strategies.

Reading strategy is techniques or style that students choose in their reading comprehension. Oxford, defined strategies in reading as activities or any sets of action that are chosen to facilitate learning by making learning enjoyable and easier so that attainment of new information will be more effective. It was added that learning strategies in reading are specific actions which learners can take to ensure that information can be obtained more quickly and easily as well as be applied in new situations.<sup>20</sup> in oxford an advanced learning dictionary, “strategy is way of doing something.”<sup>21</sup> According to Sanjaya that the general pattern which contains of some sequences activity which can be used as guidance (general indicators) in order optimize the objective of learning).<sup>22</sup>

Students were taught the four reading strategies that Palincsar and Brown used in most of their studies. All of these are comprehension-fostering reading strategies, namely Summarizing, Questioning, Clarifying and Predicting. Each students received a bookmark with the name and symbol of each of the strategies as a reminder.

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<sup>20</sup>Oxford, Rebecca L, *Language Learning Strategy*, New York: Newbury House Publisher, 1990.

<sup>21</sup>As Hornby, *Oxford Advanced Learner's Dictionary of Current English*, Oxford: Oxford University press. 1995.

<sup>22</sup>Wina Sanjaya, *Pembelajaran dalam Kompetensi Kurikulum Berbasis Kompetensi*, Jakarta: Kencana Prenada Group, p. 99.

In summarizing and in formulating comprehension questions, the focus of attention is on the most relevant information in the text. The effectiveness of the reading process can thus be tested. When it is clear to the reader that he does not understand or comprehend something, the meaning of the unknown word or difficult passage should be clarified. Understanding of the text and prior knowledge are needed to make predictions about how the text will continue.

### 1. Summarizing

A good summary of a text has three important features:

- a. It is shorter than the text
- b. It contains only the most important content and no details
- c. The text is paraphrased ( formulated in one's own word)

These features were worked out together with the children in the introductory phase and written on a flipchart. Students were shown a number of ways to produce a good summary. Among these were underlining important content, generating titles for paragraphs or listing and note-taking of the most important content. Generation of topic sentences was also practiced.

### 2. Questioning

The task for students was to think of difficult questions that tested whether the content of the text had been understood. During instruction of Questioning, no emphasis was placed on using interrogative pronouns like



why. When or where because the content of the question was far more important. Students were made aware that not all questions start with an interrogative pronoun. Difficult questions are usually ones that ask for the main ideas of the text rather than for details. A metaphor was used to give students an idea what kind of questions were desired: “Ask a question your teacher would ask.” Students were also told that the answer to a question often helped to indicate whether it was difficult. Questions with one-word answers are usually easy to answer (e.g., “How much does a polar bear weigh?”-“1600 pounds”). The students were quite well aware of whether or not their questions met these requirements.

### 3. Clarifying

The strategy Clarifying was to be applied when the meaning of a word was unclear or a larger portion of text (a phrase or sentences) was not understood. There are two main ways to clarify in natural learning situations: work with the text itself to see if it provides any explicatory information or use external help.

“External help” means asking other people that students usually ask for help are their parents and grandparents, teachers, peers and siblings. Resources like dictionaries, reference books and the internet are frequently used to look words up. In the training program, the students always tried to explain unknown words to one another whenever possible. In cases where they were not sure about the meaning or none of them knew the word,

however, they were instructed to use the text itself to clarify, proceeding in the following way: first, they should read the unknown word again then the whole sentences. If this did not solve the misunderstanding, they should read the preceding and following sentences- in other words, the paragraph- again. The focus should be on information in the text that might help them to understand the unknown word; this might be clues like phrase in commas or parentheses, or pointers like “or” what meaning etc.

In this way, mistakes that may have occurred during the decoding process and retrieval of the meaning from long-term memory (if a word has two or more meanings) can be eliminated. Furthermore, context knowledge about language itself-its syntax and grammar- is used to resolve the meaning of unclear words or passages.

#### 4. Predicting'

In predicting future text content, students reflect upon the content of the text they have encountered thus far. When asked to think about what will come next, they can either draw upon their prior knowledge or use the text itself to come to prediction.

Prior knowledge can involve either content knowledge or knowledge about language. For instance, texts about animals usually contain information about their appearance and behavior, food and mating, the raising

of their cub and protection of the species; often in precisely that order. Predicting on the basis of prior knowledge was relatively easy for students.<sup>23</sup>

The writer concludes that there are four strategies in reading; they are Summarizing, Questioning, Clarifying and Predicting.

#### **D. The Technique Of Reading Skills**

The types of reading are used to help the students to choose the types or strategies that can be used for their reading activity. There are two technique of reading, they are:

1. Scanning of reading

Scanning is a process to check all the material to search particular thing (name or number). For example scanning a telephone book.

2. Skimming of reading

Skimming is a reading process that involved the visual to search the sentences from a page to find the meaning. Skimming is useful to look at chapter/section headings, summaries and opening paragraphs. The purpose of skimming to check relevance of text sets the scene for the more concentrated effort that is to follow, if the text is useful.

#### **E. Level of Reading**

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<sup>23</sup>Westwood, Peter, *Reading and Learning Difficulties Approaches to Teaching and Assessment*. 2 The Australian Council for Education Research Ltd 2001, p. 21.

There are three levels of reading. They are literal, interpretative and critical. For more explanation will be explained as follows:

### 1. Literal Level

At the literal level the basic facts are understood. For example, knowing that the lady's name is Miss Chow; she lives in an apartment on the 10th floor; her neighbours are noisy; she has complained to the landlord before. This information is contained explicitly.

### 2. Interpretative Level

At the interpretative level the reader is able to go beyond what is written on the page and add meaning or draw conclusions. Miss Chow believes that her landlord will tell the neighbours to be less noisy, that he will sort the matter out for her. It can also be inferred that things may not improve even if the landlord does complain. The reader also gathers that the landlord is becoming a little frustrated or irritated by Miss Chow's complaints.<sup>24</sup>

- a. Re-arrange the ideas or topics discussed in the text.
- b. Explain the author's purpose in writing the text.
- c. Summarize the main idea when this is not explicitly stated in the text.
- d. Select conclusions which can be deduced from the text they have read.<sup>25</sup>

### 3. Critical Level

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<sup>24</sup>*Ibid*, p. 21.

<sup>25</sup>Pearl Chang, *A Pilot Study of Technique and Skills in Testing Reading Comprehension*, [http://english.tyhs.edu.tw/xoops/html/tyhs/teach\\_source99/04planA.pdf](http://english.tyhs.edu.tw/xoops/html/tyhs/teach_source99/04planA.pdf) (accessed 31 Augt 2015)

At the critical level the reader assessed the good sense of what he or she is reading, its clarity, accuracy and any apparent exaggeration or bias. For example, when Miss Chow's landlord offers her a different apartment on the 18th floor and says it is the best apartment, with the best view of the neighbours r, the reader knows he could be exaggerating. Critical and inferential reading together probably make the reader feel that moving up to the 18th floor may not suit Miss Chow and it is not a good solution.<sup>26</sup>

At this level, students are supposed to have these abilities.

- a. The ability to recognize persuasive statements
- b. The ability to differentiate between facts and opinions
- c. The ability to judge the accuracy of the information given in the text<sup>27</sup>

## **F. Micro skills and Macro skills for Reading**

According to H. D. Brown in his book, entitle Language Assessment Principles and Classroom practice. There are two sub skills for reading. They are Macro Skills and Micro Skills. Macro skills for reading consist of:

1. Recognize the rhetorical forms of written discourse and their role in significance for interpretation.

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<sup>26</sup>Peter Westwood, *Reading and Learning Difficulties*, p. 22

<sup>27</sup>Pearl Chang, *A Pilot Study of Technique and Skills in Testing Reading Comprehension*, [http://english.tyhs.edu.tw/xoops/html/tyhs/teach\\_source99/04planA.pdf](http://english.tyhs.edu.tw/xoops/html/tyhs/teach_source99/04planA.pdf) (accessed 31 Augt 2015)

2. Recognize the communicative functions of written text, according to form and purpose.
3. Infer context that is not explicit by using background knowledge.
4. Infer links and connections between events, ideas, supporting ideas, etc, deduce cause and effects, and detect such relations as main idea, supporting idea, new information, given information, generalization, and exemplification.
5. Distinguish between literal and implied meanings.
6. Detect culturally specific references and interpret them in a context of the appropriate cultural schemata.

The Micro skills are:

1. Discriminate among the distinctive graphemes and orthographic patterns of English.
2. Retain chunks of language of different lengths in short-term memory.
3. Process writing at an efficient rate of speed to suit the purpose
4. Recognize a core of words, and interpret word order patterns and their significance.
5. Recognize grammatical word classes (nouns, verbs, etc), systems (eg, tense, agreement, polarization), patterns, rules and elliptical forms.
6. Recognize that a particular meaning may be expressed in different grammatical forms.
7. Recognize cohesive devices in written discourse and their role in signaling the relationship between and among clauses.

Develop and use a battery of reading strategies such as scanning and skimming, detecting discourse markers, guessing the meaning of words from context, and activating schemata for the interpretation of texts <sup>28</sup>

## G. Types of Text

There are some of texts in the reading, For more explanation will be explained as follows:

### 1. Description

Description text is a text factual description describes a particular person, place or thing. Its purpose is to tell about the subject by describing its features without including personal opinions.<sup>29</sup> For example:

Abdurrahman Wahid

We must know the fourth President of the Republic Indonesia. He was Abdurrahman Wahid, better-known as Gus Dur. He was born in Jombang, east java on Sept. 7, 1940 as the eldest child of a leading nationalist Wahid Hasyim and grandson of two of Nahdlatul Ulama's founders, Hasyim Ashari and Bisri Syamsuri. Later, not only Indonesian people, but also the world recognized him as one of the greatest Indonesian leaders.

Gus Dur is a leading member of a generation of Islamic scholars who emerged in the second half of the twentieth century to argue against narrow. Decontextualized readings of scripture and highly politicized understandings

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<sup>28</sup> H. Douglas Brown, *Teaching by Principle an Interactive Approach to Language Pedagogy*, New York: Addison Wesley Longman, 2001. P. 307.

<sup>29</sup> Mark Anderson, Kathy Anderson, *Text Types in English*, South Yarra : Macmillan, 1998, p. 26.

of Islam to assert that the message of Islam is, at heart, a message of humanitarianism. Together with like-minded progressive Islamic intellectuals writing over the past four decades, such as FazlurRahman, FethullahGulen, Asghar Ali Engineer, AbdolkarimSoroush, Mahmoud Mohamed Taha, Abdullahi Ahmed An-Naim, FaridEsack, AminaWadud and NurcholishMadjid, he represented a bridge between the world of traditional Islam and modernity.

Gus Dur became the 4th President of the Republic of Indonesia after winning the general election in October 1999. In July 2001, he had to vacate the palace, following an effective vote of no-confidence against him in parliament. However, Gus Dur helped establish expectations of how future Indonesia presidents should behave. If, in the short term, it is for his twenty-one months in office that he is remembered, in the longer term it will be for his contribution to reform Islamic thoughts and practices that he is best known. Even before he was elected president, Gus Dur was well known around the Muslim world. Having led the world's largest Muslim mass-based organization, NahdatulUlama (NU), for almost fifteen years and having traveled extensively as an invited speakers and well-known activist, he was on good terms with most of the leading Islamic figures and Muslim societies around the globe.

One of his greatest actions was when he stood up for the right of the ethnic Chinese community in Indonesia. In February 2000, he had joined them for the first public celebrations of Chinese New Year in more than three decades,



opening a door for Chinese culture to be practiced openly once more in Indonesia. Once he said, “We must remember that we have always possessed roots of pluralism, which was not imported. Over the past hundreds of years our people lived in peace amid their differences,” citing the example of RadenWijaya, the founder of Majapahit, a Hindu empire while he himself was a Moslem of Chinese descent.

Furthermore, he was also opposed to all violence in the name of religion. He said, “It does not matter whatever religion or tribe. If you can do something good for everyone, people never ask what your religion is.” He added, “I hope that next year our politicians pay more attention to issues that threaten our pluralism heritage.”

Gus Dur passed away on December 30, 2009. It sparked a wave of grief across Indonesia that rippled around the world. Even those who had been deeply critical of the former president during his time in office felt a acute sense of loss in his passing. Gus Dur was a polarizing figure both in politics and in the boarder realms of Islamic thought and social activism. However, he was also a figure who evoked deep affection from literally millions of Indonesia and tens of thousands of admires around the world.<sup>30</sup>

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<sup>30</sup>Bachtiar Bima M, Cicik Kurniawati, *Bahasa Inggris SMA/MA/SMK/MAK*, Indonesia: Intan Pariwara, 2014, p.35.

## 2. Exposition

An exposition is a piece of text that presents one side of an issue. The purpose of an exposition is to persuade the reader or listener by presenting one side of an argument, that is, the case for or the case against.<sup>31</sup>

### **Road Accidents: Causes and Solutions**

There are many means of transportation namely – road, rail, water and air. Road transport appears to be the most commonly used among them. It is affordable when compared with both water and air transport flexibility in its routes, and simple construction mode make it most convenient. Road accidents are no more news because of their frequency. The carnage on our roads has become worrisome to the citizenry. One now wonders why what ought to benefit us is causing untimely death of all and sundry. The causes of road accidents are many and something urgent should be done to stem the tide. Many drivers are illiterate. They are unable to read and write. This explains why unnecessary overtaking at corners, zebra crossings, etc. happens. The problem is further compounded by the nature of road signs which cannot be easily deciphered by these group of drivers.

Another cause of road accidents is drug abuse. Drivers are often intoxicated with alcohol and some hard drugs before driving and sometimes during journeys. Drug peddlers are many, hawking one drug or the other, local gin sellers place their wares openly at bus stops, waiting for potential buyers.

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<sup>31</sup>Mark Anderson, Kathy Anderson, *Text Types in English*, South Yarra : Macmillan, 1998, p. 22.

The state of our roads is another cause. In developed world, roads are regularly maintained but the reverse is the case in Nigeria. In fact, some portions of our so called express roads are often swept away by erosion yet, these portions are left unattended to until accidents happen. Potholes are so numerous that we have taken them as part of our roads. Before everybody dies in numerous fatal accidents, something constructive ought to be done. The solution to the problem must be collective rather than being put in the hands of government alone.

The licensing authority should ensure that before a driver's licence is issued, the applicant must be taught all the road signs and symbols and he must show practical evidence of understanding. Hawking of drugs, and local gins in and around motor parks must be banned. It is not enough to legislate against its sale but it must be enforced. Government on her part should maintain our roads, road safety corps should be drafted to patrol our roads and toll gates may be erected on some major roads with a view of using the proceeds for the repair of roads.

### 3. Recount

The recount is a piece of text that retells past events, usually in the order in which they occurred. Its purpose is to provide the audience with a description of what occurred and when it occurred.<sup>32</sup> For example:

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<sup>32</sup>*Ibid.*, 24-25

## A Postcard

Dear Nan,

We are having a great holiday here on the Gold Coast. Yesterday we went to Movie World.

When we got up in the morning it looked like rain. After a while the clouds disappeared and it became a sunny day. We then decided to go to Movie World.

The first ride I went on was Lethal Weapon. Next I saw the Police Academy show. After that I had lunch as I was really hungry. Meanwhile, Mun and Kelly queued for the Batman ride.

About one o'clock we got a light shower of rain but it cleared up soon after. We then went on all the other rides followed by the studio tour.

It was a top day. See you when we get back.

Love

Sam

#### 4. Narration

A narrative is a text that tells a story and, in doing so, entertains the audience. The purpose of a narrative, other than providing entertainment, can be to make the audience think about an issue, teach them a lesson, or excite their emotions.<sup>33</sup> For example:

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<sup>33</sup>Mark Anderson, Kathy Anderson, *Text Types in English*, South Yarra : Macmillan, 1998, p. 26.

## **The Prince and His Best Friends**

Once upon a time, there lived a kind young prince named Jonathan. He was loved, and adored by his people. His two close friends were Peter Piper, the servant of the palace and Franklin Greedy, the son of an Aristocrat.

One day, The Prince, Peter Piper, and Franklin Greedy were walking through the forest. Suddenly a group of bandits attacked the three boys near an old house. They entered the old house and blockaded the gate and doors. The three boys were trapped inside the house. Franklin was very terrified and asked the Prince to surrender immediately, but Peter was not afraid. He urged and supported the Prince not to give up. The Prince decided not to surrender because he realised that he would become a hostage for the bandits to ask for ransom to his father, but Franklin was scared and wanted to make a deal, it made Peter suspicious about Franklin's behavior. So he quietly made up a plan for him and the Prince to escape.

Early at dawn, Franklin opened the front gate and unlocked the doors. The bandits entered the house in search of the Prince. When they came to the room where the Prince was supposed to be sleeping, no one was there. Suddenly they heard a horse running outside the house and saw over the window that Peter Piper and the Prince were riding away on one of the bandit's horses.

It turns out; Peter Piper sneaked out of the house and waited in the yard, while the Prince was hiding behind the house. The bandits were very angry at Franklin and took him with them while the Prince and Peter went safely going back to the Capital.

## 5. Procedure

According to Bachtiar that procedure text is design to describe how something is achieved through a sequence of actions or steps. It explains how people perform different processes in a sequence or steps. This text uses the simple present tense, often the imperative sentences. It also usually uses the temporal conjunctions, such as first, second, then, next, etc. The structure of a procedure text consists of aim/goal, materials, and steps. However, there is a procedure text that only consists of goal and followed by some steps. For example:

### **The Basic Operation of a Digital Camera**

You need:

- a. A digital camera
- b. An object ( a friend or something)

Follow the steps below to take pictures.

- ii. Hold up the camera and canter the object in the LCD
- iii. Move closer or use the zoom control for the result you want
- iv. When you are ready to take the picture, hold the shutter halfway it is very important, so the camera sets the focus, shutter speed, and various other calculations. This may take a few seconds.
- v. A light should appear that lets you know the camera is set to go.  
Press shutter all the way down LCD and use the view finder when

there is extreme sunlight or to conserve battery life. The glare from the LCD does not work well with bright light.<sup>34</sup>

## 6. Report

According to Bachtiar that report is to describe the way things are, with reference to a range of natural, man-made, and social phenomena in our environment, it focuses on generic participants. The structure of the report text consists of general clarification and description and description. For example:

### **Some supermarkets are enormous these days**

Supermarket comes with aisles of different kinds of food and product. For example, you can fifteen to twenty different kinds of cheese in the dairy section. You can find many different brands of toilet tissue in the paper product section. The frozen food section has everything from cans of frozen apple juice to bags of mixed vegetables and frozen pizza.

Many supermarkets also have a big health care products aisle. This section is like a small drugstore, with different brands of medicines, shampoos, toothpastes, and other health care items.

Some supermarkets even sell something else, such as magazines, books, shoes, underwear, gardening tools, and other household product. Here you can also use your card in money machines to take money out of your bank.

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<sup>34</sup>Bachtiar Bima Mustriana, Andreas Winardi and Siti Nurmalina S, *Let's Talk Grade IX for Junior High School*, Bandung : Pakar Raya Pustaka, 2005, P. 83.

Shoppers in many supermarkets can buy snacks and cold drinks from vending machines. In some places, tired and hungry shoppers can sit down and enjoy a fresh cup of coffee and donut at a supermarket snack bar or coffee shop. Supermarkets with their variety of products and service are more popular today.<sup>35</sup>

#### **H. Textbook Used in SMA**

According to Williams that the textbook is used as a main guideline in language teaching especially where the teacher is least capable to deliver the material, but the fact said that not all the textbook can reflect the materials well. This situation of also happens in Indonesia where the EFL classrooms are applied. Furthermore, the existence of the textbook also causes some questions. What the textbook actually is, what advantages of disadvantages of the textbook are, how to create the textbook, how to evaluate it, and also, the most important is, what the relationship between the textbook and the curriculum actually is.

Textbook generally is a book contains some material of certain subject to learn by the students in the school. It is used as a main component to deliver the material framework designed in the curriculum. According to Richards that they may deliver the foundation for the content of the lessons, the balance of skills taught and the types of language practice the students take part in. In other hand, the textbook may provide primarily to supplement the teacher's

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<sup>35</sup>*Ibid.*, P. 114-115.



instruction. Besides, Sauvigno stated that textbook contains a collection of written or oral texts with accompanying explanations that are selected and sequenced for the learners as cited in the previous study.<sup>36</sup>

Textbook, or commonly referred to as school books, books teaching, textbook, or a textbook is a book used in schools or educational institutions and are equipped with materials for exercise.<sup>37</sup> Textbook is a book that contains a description of the material about the subject or field of study, which are arranged in systematic and has been selected based on specific objectives, orientation learning and development of students, to be assimilated.<sup>38</sup>

Commercial textbooks together with ancillaries such as workbooks, cassettes, and teachers' guides are perhaps the commonest from of teaching materials in language teaching. Textbooks are used in different ways in language program. For example, a reading textbook might be the basis for a course on reading skill. Providing both a set of reading texts and exercises for skills practice. A writing textbook might provide model compositions and list of topics for students to write. A grammar textbook might serve as a reference book and provide examples as well as exercises to developed grammatical knowledge. A speaking text might provide passages for students to read and

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<sup>36</sup><http://ejournal.unesa.ac.id/index.php/retain/article/view/6663>. Accessed Nov 4, 2013.

<sup>37</sup>MudzakirAS, "PenulisanBukuTeks Yang Berkualitas", [http://file.upi.edu/Direktori/FPBS/JUR.\\_PEND.\\_BAHASA\\_ARAB/195207061979031MUDZAKI](http://file.upi.edu/Direktori/FPBS/JUR._PEND._BAHASA_ARAB/195207061979031MUDZAKI) R/makalah\_%26artikel/.pdf, (accessed on Nov 1, 2014)

<sup>38</sup>MasnurMuslich, *Textbook Writing: Dasar-dasarPemahaman, Penulisan, danPemakaianBukuTeks*, Jogjakarta: Ar-Ruzz Media, 2010, p. 50.

discuss. A listening text together with audiocassettes or CDs might serve as the primary listening input in a listening course.<sup>39</sup>

**1. The role of the textbook in the program:**

- a. There are well-developed curriculums that describe the objectives syllabus and content of the program or will this be determined by the textbook.
- b. The book or textbook series provide the core of the program, or is it one of several different books that will be used.
- c. It will be used with small classes or large ones.
- d. Learners will be expected to buy a workbook as well or should the textbook provide all the practice students need.<sup>40</sup>

Chambliss and Calfee, as quoted by MasnurMuslich, explain in more detail. Textbooks are an invaluable tool for students understand and learn from the things to read and to understand the world (outside itself). According to them, textbooks inner strength unusually large to changes in the brain and can affect students' knowledge as well as certain values in children. Center of Books concludes that the textbook is a book that hold onto students at a particular level as a learning medium (instructional), related to the particular field of study.

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<sup>39</sup>Jack C. Richards, *Curriculum Development in Language Teaching*, United Kingdom: Cambridge University Press, 2001, p. 254.

<sup>40</sup>*Ibid.*, p. 256.

Textbook has the following characteristics:

- a. Aimed at students at a particular level of education,
- b. Contains a material that has been selected,
- c. In connection with the field of study or a particular subject,
- d. Compiled by experts in the field,
- e. Written for specific instructional purposes,
- f. Usually equipped with a means of learning,
- g. Compiled systematically follow a particular learning strategy,
- h. Assimilated in learning,
- i. Prepared to support the learning program.<sup>41</sup>

Furthermore, what does differentiate the previous textbook curriculum and the textbook of curriculum 2013 especially in language teaching is the approach. The previous curriculum divide each skill competences in the material delivery, but, significantly different to that, the curriculum 2013 use an integrated approach that divide the material into several theme. This is considered more effective in language teaching just like the idea of Oxford that stated, the integrated approach in foreign language teaching must focus on the integration of language elements like vocabulary, pronunciation and the structure that support the language skill. Those two significance differences lead to the textbook construction difference.

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<sup>41</sup>MasnurMuslich, *Textbook Writing: Dasar-dasarPemahaman, Penulisan, danPemakaianBukuTeks*, Jogjakarta: Ar-Ruzz Media, 2010, p. 51.

The textbook of previous curriculum uses the skill in dividing the material in the textbook, they divide listening, speaking, reading, and writing in every material. For the example, descriptive text teaching that is delivered by listening to the descriptive text sound, descriptive speech, descriptive reading, and descriptive writing. Different to that, based on the curriculum 2013 framework that has been explained above, the textbook of English curriculum 2013 is constructed by referring to the basic competence in the syllabus. It is constructed as an integrated language material that integrates all language skill such as listening, speaking, reading, and writing into one thematic material. For the example, the language teaching in the first grade of senior high school with the theme "I am going to...". In this theme the material is given to lead the students to explore their language skill. By this theme, the teacher indirectly teaches listening, speaking, reading, and writing in the same time.

In condition where there it is lack of trained Teacher, according to Williams that the textbook has a vital position in language teaching. This statement also strengthens the urgency of a well evaluated textbook because of the importance of the existence of textbook itself in the language teaching. The criteria of evaluating the textbook is also take a big role in defining and evaluating the textbook for the betterment of the language teaching. The criteria to build the instrument should be relevant and based on the trusted sources. Since it is important, this evaluation of the textbook should be done especially for the stakeholder of the teacher. According to Williams that the teacher could be given some practices in evaluating the textbook in order to

figure out whether the organization of materials is consistent with the objectives of given English curriculum. The statement of this English education scientist indirectly also shows us that the consistency between the objectives of given English curriculum and the organization of materials is holding an important urgency in the English language teaching. This could be the foundation in making an instrument to define an appropriate textbook based on the curriculum.

Besides, there is a valid instrument for evaluating the textbook, including English textbook for senior high school. This instrument that is made by BSNP (Badan Standard Nasional Pendidikan) contains some components of textbook which are arranged based on characteristic of English learning and the criteria of English textbook development .<sup>42</sup>

## **2. Textbook Components**

Many core textbook series for adult learners are designed with similar components or sections. Widell gives the common design or lay out that maybe can help teachers compare and contrast content and instructional methods used in different textbook. Those are a typical student book and a typical teacher book or guide, for more specific as follows. A typical student book may contain these major components are

- a. Introduction, notes to the teacher and/ or learner

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<sup>42</sup>Texbook Development, <http://ejournal.unesa.ac.id/index.php/retain/article/view/6663.pdf>. Accessed Nov 4 2014

- b. Scope and sequence, a table of contents listing the topics, vocabulary, skills, outcomes and standards covered in each unit
- c. Units, each unit may include a presentation of new language (vocabulary, content, structures). Practice activities, application activities, and an evaluation or end of unit performance assessment.
- d. Tape scripts.
- e. Answer keys.
- f. Grammar appendices.
- g. Index<sup>43</sup>

Some of components above are major typical of students book, it has different content with teacher book, the teacher book more focus in guidance, for clear distinguish look at the explanation follows: A typical teacher book or guide may contain these major components are:

- a. Notes to the teacher.
- b. Scope and sequence.
- c. Objectives for each unit.
- d. Lists of vocabulary, structures, or skills covered in each unit.
- e. Correlation of textbook levels and standardizes assessment level used in adult education programs.
- f. Lists of needed materials.
- g. Step-by-step instructions for each lesson in a unit.

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<sup>43</sup>Kathleen Santopietro Wedded, *How to Choose a Good ESL Textbook for Adult Education and Family Literacy Learner*, Northern Colorado Professional Development Center, p.5.

- h. Suggestions for supplemental or extension exercises.
- i. Reproducible illustrations, worksheets, quizzes etc.
- j. Suggestions for multi-level instruction.<sup>44</sup>

### **3. Criteria of Good Textbook**

The selection of the good textbooks is not easy job for the teacher, because it should be based on the psychological needs, interests and abilities of the student, the material should be presented in well graded form, the subject matter should be rich in variety topics and forms of literature and many things that should consider. The classify a good textbook that must meet several requirements as mentioned follows:

- a. First, it must be realistic which means that it can be used by both teachers and students and easily found in the market.
- b. It must relevant to the age or level of the students and also the objectives that should be achieve.
- c. It must be interesting to the students.
- d. It must be in line with the approach used.

Beside that Halliwel gives the criteria of good presentation in textbook:

- a. The book are interesting and fun.
- b. The children can easily read what they have to do.
- c. The book should provide much activities and task which are interesting and worthwhile or them not just language exercise.

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<sup>44</sup>Ibid., p. 6.

d. The book should provide many activities for children who cannot read and write yet with confidence.

So it is not easy to choose textbook which are suitable for the students. In line with that, Orstein gave some characteristics of a good textbook. More specific Seguin explain the good English textbook divided into two aspect that are Academic features and Physical features, as mentioned follows: Good English textbook base on academic features

(1)Introduction of the author.

(2)Exercises

(3)Glossary

(4)Illustrations and

(5)Bibliography

And for Physical features there are six components those are

(1)Printing

(2)Size

(3)Paper

(4)Cover

(5)Binding

(6)Price<sup>45</sup>

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<sup>45</sup>Roger Seguin, *The Elaboration of School Textbook Methodological Guide, Division of Educational Sciences, Contents and Methods of Education Unesco, 1989, p. 18.*



From the expert explanation above hope it will be guide line for the teacher to consider good textbook for the students that relevant with the condition, that including interest, levels and, background knowledge.