AN ANALYSIS ON THE READING MATERIAL AND QUESTIONING COMPREHENSION OF ENGLISH TEXTBOOK *MOUNT FOR* EIGHT GRADE OF JUNIOR HIGH SCHOOL STUDENTS

THESIS

Presented to the English Education Study Programe of the State Islamic Institute of Palangka Raya In Partial Fulfillment of the Requirements for the Degree of Sarjana Pendidikan (S. Pd)

By:

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APPROVAL OF THE THESIS

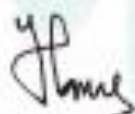|		
Title of the thesis	:	**An Analysis on the Reading Material and Questioning Comprehension of English Textbook "Mount" for Eight Grade of Junior High School Students**
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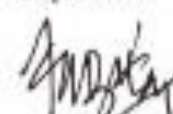Dra. Halimah, M.Pd
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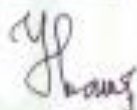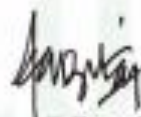|		
Judul Skripsi	:	**Analisis Materi Membaca dan Pertanyaan Pemahaman Pada Buku Bahasa Inggris "Mount" untuk Siswa Kelas Delapan Sekolah Menengah Pertama**
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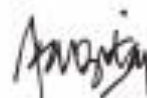NIP. 196712261996032003

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OFFICIAL NOTE

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To.
The Dean of Faculty of Teacher Training and Education of State Islamic Institute of Palangkaraya

In

Palangka Raya, December 2016

Assalamualaikum warahmatullahi Wabarakaatuh,

By reading and analyzing of this thesis we think that thesis in the name of :
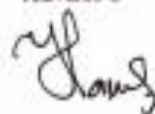
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Can be examined in partial fulfillment of the requirements for the degree of Sarjana Pendidikan in the Study Program of English Education of Language Education Department of the Faculty of Teacher Training and Education of the State Islamic Institute of Palangka Raya.

Thank you for your attention.

Wassalamualaikum Warahmatullahi Wabarakaatuh

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Palangka Raya

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Palangka Raya, Desember 2016

Assalamualaikum warahmatullahi Wabarakaatuh.

Setelah membaca dan menganalisa skripsi ini, kami menyatakan bahwa:
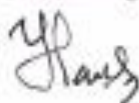
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Pada Buku Bahasa Inggris "Mount" untuk Siswa Kelas

Delapan Sekolah Menengah Pertama

Dapat diujikan untuk mendapat gelar Sarjana Pendidikan Islam pada program studi Pendidikan Bahasa Inggris, Jurusan Pendidikan Bahasa, Fakultas Tarbiyah dan Ilmu Pendidikan , Institut Agama Islam Palangka Raya

Terima kasih atas perhatian Bapak/Ibu.

Wassalamu'alaikum Wr.Wb.

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LEGALIZATION OF THESIS EXAMINING COMMITTEE

This thesis entitles **AN ANALYSIS ON THE READING MATERIAL AND QUESTIONING COMPREHENSION OF ENGLISH TEXTBOOK "MOUNT" FOR EIGHT GRADE OF JUNIOR HIGH SCHOOL STUDENTS** in the name of Hifzahtul Radiah, and her Students Registration Number is 1201120814. It has been examined in the board of examiners of the State Islamic Institute of Palangka Raya on:

Day   : Thursday

Date   : December 29th, 2016

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DECLARATION OF AUTHENTICATION

In the name of God,

I myself make declaration that this thesis entitled "AN ANALYSIS ON THE READING MATERIAL AND QUESTIONING COMPREHENSION OF ENGLISH TEXTBOOK "MOUNT" FOR EIGHT GRADE OF JUNIOR HIGH SCHOOL STUDENTS" is truly my own writing. If it is not my own writing so, it is given a citation and shown in the list references.

If my own declaration is not right in this thesis in one day so, I am ready to be given academic sanction namely, the cancellation of the degree of this thesis.

Palangka Raya, December 29 2016

My Own Declaration

HIFZAHTUL RADIAH
1201120814

AN ANALYSIS ON THE READING MATERIAL AND QUESTIONING COMPREHENSION OF ENGLISH TEXTBOOK "MOUNT" FOR EIGHT GRADE OF JUNIOR HIGH SCHOOL STUDENTS

ABSTRACT

The purpose of this study is to know relevance reading material that consist in the textbook to competence in curriculum 2013 and questioning comprehension based on level comprehension. This research method used qualitative approaches to analyze the data. The reading texts were taken from English language textbooks; "Mount" written by Suryo Wibowo, dkk, published by Writing Revolution. Twelve texts and forty seven question comprehension as research subject. All of text are analyzed generic structure and language features and questioning comprehension analyzed kind of question and kind of comprehension.

The findings of this research state that eight point five recent of text types in the textbook meet the text types specified in the curriculum 2013, eight point five recent of the reading indicators meet the indicators specified in the curriculum 2013, one hundred percent of generic structures and linguistic features meet the requirements specified in the curriculum 2013. The total score for the all of aspects in reading material are ninety three percent. It shows very good as the criteria of conformity level. Based on the results, the reading indicators, reading text types, and features of reading text types (generic structures and linguistic features) in English Mount textbook are already developed in accordance with the requirements specified in the curriculum 2013.

ANALISIS MATERI MEMBACA DAN PERTANYAAN PEMAHAMAN PADA BUKU BAHASA INGGRIS "MOUNT" UNTUK SISWA KELAS DELAPAN SEKOLAH MENENGAH PERTAMA

ABSTRAK

Tujuan dari penelitian ini untuk mengetahui kesesuaian materi reading that tercantum didalam buku sesuai dengan kompetensi yang ada pada kurikulum 2013 dan pertanyaan pemahaman berdasarkan tingkat pemahaman. Metode yang digunakan dalam penelitian ini adalah metode pendekatan kualitatif untuk menganalisa data. Ada dua puluh teks dan empat puluh tujuh pertanyaan pemahaman yang dijadikan sebagai subjek penelitian. Teks yang dianalisa berdasarkan struktur bahasa dan pertanyaan pemahaman dianalisa berdasarkan jenis dari pemahaman.

Penelitian ini menemukan bahwa delapan puluh lima koma tujuh persen dari jenis teks yang tercantum dibuku sesuai dengan kurikulum 2013, delapan puluh lima koma tujuh persen dari materi reading sesuai dengan kurikulum 2013, seratus persen dari sruktur bahasa sesuai dengan kurikulum 2013. Total skor dari semua aspek pada reading material ada Sembilan puluh tiga persen. Ini menunjukan hasil yang sangat baik. Berdasarkan hasil tersebut, menunjukan bahwa materi membaca yang tercantum dalam buku "Mount" hampir semuanya sesuai dengan kurikulum 2013.

Kata kunci: *Materi Membaca, pertanyaan pemahaman dan kurikulum 2013*.

MOTTO

Learn from yesterday

Live for today

Hope for tomorrow

ACKNOLEDGMENTS

First of all, the writer wishes to express her particular thanks to Allah S W T. in this right chance, the writer would like to give greatest thanks to:

1. Dr. Elmi A.S Pelu. SH, M.H, as a Rector of State Islamic Institute of Palangka Raya for his direction and permission of conducting this thesis.

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Greatest thanks are also addressed to my parents who always support, pray, suggestion and their affection sincerely to the writer's effort in accomplishing this study.

The writer realizes that the study is still far from the perfectness, therefore some constructive critical and suggestions are welcomed. Finally, may Allah always bless us.

Palangka Raya, December 20th, 2016
The Writer

HIFZAHTUL RADIAH
SRN. 1201120814

DEDICATION

Thanks to Allah SWT for giving me everything and also my prophet Muhammad shalallhu 'alaihi wasallam. This thesis is dedicated to some special people to my life as follows:

1. My wonderful parents Mr. Asran Ahmad and Mrs. Suriah. Thanks for your love, affection, praying and encouragement for my study that I could not repay with such a greatest things.

2. My beloved brother Ahmad Basuni and beloved sisters Sukarsih, Uswatun Hasanah and Isyatun Radiah.

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4. All of my wonderful friends of English Education study Program at academic year 2012 with their support and helps. I am very happy to be part of you in facing our unforgettable life.

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CHAPTER I

INTRODUCTION

This chapter consist background of the study, problems of the study, objectives of the study, significances of the study, scope and limitation, framework of the discussion, definition of the concept, definition of key terms, and outlines of the study.

A. Background of the study

Language is a communicative tool as a statement and expression that has meaning through human articulation. It means that someone uses language to communicate and share idea, feeling and information to each other in daily life context. It shows the main function of language as the medium of communication. Some countries consider English as the second and foreign language to be learnt.[1]

In teaching learning process, materials are the most important component to support teaching learning in the school. As Nunan states that materials are in fact, an essential element within curriculum and do more than simply lubricate the wheels of learning. Because of the explanation, one of the materials in teaching learning process is textbook that can be one of the component that to support the teachers to help teaching learning process.

According to Dana Ferris and John S. Hedgcock, "textbooks are so pervasive in educational systems throughout the world. Indeed, textbooks provide the backbone for the courses many educators teach"[2].It means that the materials in the textbook should help the teacher in conducting teaching and learning process, so it is important for the teacher to select and to analyze the contents of textbook.

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[1] Endang Fauzianti, *Teaching Of English As a Foreign Language*, Surakarta: Muhammadiyah University Press, 2002, p.169

[2] Dana Ferris and John S. Hedgcock, *Teaching ESL Composition: Purpose, Process, and Practice*, (London, USA: Laurence Erlbaum Associates, 2005), 2nd Ed., p. 125.

There are four skills in English, they are listening, reading, speaking, and writing. Those skills are important to be mastered without ignoring each other. For many students, reading is the important of the four skills in second language. As a skill, reading is clearly one of important language skill that where students have to read English material for their subject. The student often thought to be easier to obtain information from written text by reading.

Reading is an interactive process that goes on between the reader and the text. In the process of trying to understand a written text, the reader has to perform a number of simultaneous tasks, decode the message by recognizing the written signs, interpret the message by assigning meaning to the string of words, and finally, understand what the author's intention was. In this process there are three participants: the writer of text, text, and reader[3]. So, reading is one of the linguistic skills that people should have in order to communicate in English fluently and it is important to understand information from the text and interpret its meaning.

As a skill, reading is clearly one of the most important in many instances around the world. It is the most important foreign language. According to Harmer, reading is a model of language, reading text provides opportunities to study language such as; vocabulary, grammar, punctuation and the way to construct sentence, paragraph and text.[4] Based on the explanation reading material refers to any texts or passage that brings certain message or ideas to be shared to the reader through the process of reading activity. In preparing the material there are some aspects to be considered. The writer emphasizes on the level of the readers interest as well as the objectives of the reading

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[3]MarianeCelce-Murcia and Elite Olshtain, *Discourse and Context in Language Teaching,* (United Kingdom: Cambridge University Press, 2000), p. 119.

[4] Jeremy Harmer. *How to teach English* (United State: Addison Wesley Longman, 1998), p. 68.

activity. On other hand, questioning comprehension is one of the important parts to introduced reading text.

Based on scientific reason of this study, the writer is interested in making a research entitled: "**AN ANALYSIS ON THE READING MATERIAL AND QUESTIONING COMPREHENSION OF ENGLISH TEXTBOOK "MOUNT" FOR EIGHT GRADE OF JUNIOR HIGH SCHOOL STUDENTS".**

B.   Problem of the Study

The problems of this study are as follows:

1) How is the relevance of the reading materials in *Mount* textbook for eighth grade of Junior High School to standard competence and basic competence on K 13?

2) How many comprehension questions consist of textbook *Mount* for eighth grade of Junior High School based on level comprehension?

C.   Objective of Study

The objectives of this study are as follows:

1) To describe whether *Mount* textbook for eighth grade of Junior High School has been relevance to standard competence and basic competence on K 13.

2) To find out comprehension questions consists of *Mount* textbook for eighth grade of Junior High School based on level comprehension.

D.   Significances of study

The writer hopes that this research will be useful for:

1. The teacher

The teachers can improve their knowledge in selecting appropriate reading materials for the students in order the students can gain their motivation to read.

2. The Students

The students can improve their motivation to read, because the teachers will have already known about how to choose interesting textbook for teaching learning process.

E.   Scope and Limitation

Realizing that the problems of the study are relatively wide and the writer's knowledge is limited, the writer in carrying out the study will limit the scope by trying to:

1. Analysis the relevance of reading materials in *Mount*textbook for eighth grade of Junior High School to be used as a textbook in the reading materials based on standard competence and basic competence on K 13.

2. Analysis comprehension questions consist of *Mount* textbook for eighth grade of Junior High School based on level comprehension.

C.   Frame of Discussion

At the present teaching material there are many applied in textbook form. One of them is English textbook. In English textbook consist of kinds of reading text as like narrative text, descriptive texts, recount texts, procedure texts, and news item texts. Furthermore, questions comprehension based on level of comprehension of the materials in the textbook.

As one of teaching material, students not only persuaded to read reading texts but also should know what the structure, kind of question words and what kinds of tenses that not only should be mastered by teacher but also students.

D. Definition of the Concept

The concept of this study is analysis textbook for the eighth grade of junior high school students. The objective of this study is relevance of reading text that consists of the textbook to standard competence and basic competence on curriculum 2013 and question comprehension of the text. The analysis involves the category of kind of texts which are applied in the text of the English textbook, generic of structure appropriate or not to standard competence and basic competence in curriculum 2013 and how many question comprehension that applied in the textbook based on comprehension level. Before going to the next discussion, the writer explains the definition of analysis according to Marzuki:

According to Marzuki, an analysis in a study is aimed to narrow and limited discoveries to be a regular data, arranged, and more valuable. The process of analysis is an effort to obtain the answer of questions about the formulations and lesson or something we acquired in research project.[5]

From the definition above, it can be summarized that the analysis not only analyzed to find out errors from the object study but also to make a certain unit detailed parts.

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[5]Marzuki, *Metodologi Riset,* Yogyakarta: Fakultas Ekonomi UII Yogyakarta, 2000, p.87.

E. **Definition of Key Terms**

1. Analysis

   Analysis is process of organizing data to get the meaning of them.[6]

2. Reading is a model of language, reading texts provide opportunities to study language such as; vocabulary, grammar, punctuation and the way to construct sentence, paragraph and text.[7] Based on the explanation reading material refers to any texts or passage that brings certain message or ideas to be shared to the reader through the process of reading activity. In preparing the material there are some aspects to be considered. The writer emphasizes on the level of the readers interest as well as the objectives of the reading activity.

3. According to Dana Ferris and John S. Hedgcock, "textbooks are so pervasive in educational systems throughout the world. Indeed, textbooks provide the backbone for the courses many educators teach"[8]

4. Comprehension questions were defined as a question which checks students' understanding of the text, knowledge of the content, or metacognitive uses specific reading comprehension strategies used to process text.[9]

1. **Outlines of the Study**

   Chapter 1   : Introduction which consists of background of the study, problems of the study, objectives of the study, significances of the study, scope and limitation, framework of the discussion, definition of the concept, definition of key terms, and outlines of the study.

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[6]Lexy J Maleong, *Metodologi Penelitian Kualitatif,* Bandung: PT Remaja Rosdakarya, 2004. P.103.

[7] Jeremy Harmer. *How to teach English* (United State: Addison Wesley Longman, 1998), p. 68.

[8]Dana Ferris and John S. Hedgcock, *Teaching ESL Composition: Purpose, Process, and Practice*, (London, USA: Laurence Erlbaum Associates, 2005), 2nd Ed., p. 125.

[9] Maria, K. (1990). *Reading comprehension instruction: Issues and strategies*. Maryland: York Press. p.

Chapter II   : Review of related literature which consists of previous of study, reading material, curriculum, textbook, text and comprehension questions.

Chapter III   : Research methodology consists of research design, object of study, data collection procedure, and data analysis procedure.

Chapter IV   : This chapter consist of research finding, discussion and interpretation.

Chapter V   : This chapter consists of conclusion and suggestion.

CHAPTER II

REVIEW OF RELATED LITERATURE

A.   Previous of Study

Some studies have related to the study. They were:

The first study entitled "**An Analysis of English Sentence Structure in English Textbook for the First Grade of Senior High School Students".** Written by Rini Handayani (0401120146) alumnus from Islamic State College of Palangkaraya (STAIN), the Department of Tarbiyah, the Study Program of English Education 2009.[10] The result of the study that was writer found out:

1.   The kinds of sentence based on their structure applied in English textbook were:

    a. Simple sentences consist of 118 sentences.

    b. Compound sentences consist of 90 sentences.

    c. Complex sentences consist of 82 sentences.

2.   There were eight simple sentence patterns found, they were:

    a. Noun + Verb + Adverbial (1)

    b. Noun + Verb + Adverbial (2)

    c. Noun + Verb + Noun

    d. Noun + Adverbial + Verb

    e. Noun + Linking verb + Adjective

The second previous study entitled **"Content Analysis of Reading Materials In *English On Sky* Textbook For Junior High School".** Written by Siti Sholichatun (043411040)**.** Semarang: Bac   9   gram of English Language Education of Walisongo State Institute for Islamic Studies, 2011. The result of the study that was

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[10] Rini Handayani, 2009, *An Analysis of English Sentence Stucture in English Textbook for the First Grade of Senior High School Students,* Thesis, Palangka Raya: STAIN, Palangka Raya, p 60.

writer found out shows that there are three genres which are used in *English on Sky* textbook for 9th grade of Junior High School published by Erlangga. They are procedure, report, narrative text and these genres fulfilled the KTSP English syllabus requirement.[11] The lexical density of reading text in English on Skytextbook for 9th grade of Junior High School published by Erlanggais around 50%-60% (quite lexical density). It means that the reading texts are quite lexical densities. It means that the text is not difficult, easy to understand and suitable for students.

The third previous study entitled **"The Relevance of Textbook to Reading Materials Based on KTSP in Improving Students' Reading Skill".** Written by Ahmad Sultoni (D05207046) Surabaya: Bachelor Program of English Language Education of Sunan Ampel Islamic University, 2013.[12] The result of this research is the conformity of reading materials in a textbook to KTSP. The reading materials in this book are good enough based on English teacher assessment indicator. However, there must be a difference between textbook for regular classes with bilingual classes because it will affect the learning outcome. There is an improvement on students' reading skill, although the textbook is too easy for the bilingual classes.

Based on the previous studies, there are significant differences between of this study. For the first previous study from Rini Handayani (0401120146) alumnus from Islamic State College of Palangkaraya (STAIN), research of the writer focus on kinds and pattern of sentences that applied on the textbook. For the second previous study from Siti Sholichatun (043411040). Semarang: Bachelor Program of English Language Education of Walisongo State Institute for Islamic Studies, the research of the study are about genre and lexical density applied in the textbook. And then for the third previous

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[11] Siti Sholichatun, 2011, *Content Analysis of Reading Materials In English On Sky Textbook For Junior High School,* Thesis, Semarang: IAIN Walisongo, Semarang, p. 27.

[12] Ahmad Sultoni , 2013, *The Relevance of Textbook to Reading Materials Based on KTSP in Improving Students' Reading Skill*, Thesis, Surabaya: UIN Sunan Ampel, Surabaya, p. 66.

study from Ahmad Sultoni Surabaya: Bachelor Program of English Language Education of Sunan Ampel Islamic University, 2013. The research of the study focus on relevancy of reading material that conducted in the textbook that teacher used can improve the students reading skill or not. Meanwhile, here the writer research about reading material and questioning comprehension that contained in *Mount* english textbook relevance or not with curriculum 2013.

B.   Reading Material

As a skill, reading is clearly one of the most important in many instances around the world. It is the most important foreign language. According to Harmer, reading is a model of language, reading texts provide opportunities to study language such as; vocabulary, grammar, punctuation and the way to construct sentence, paragraph and text.[13]

From the explanation above, it means that reading is one of important language that to be mastered by students in the Junior High School. To enable the students to master reading activity, teacher of English should provide materials. The teaching materials which are suggested by curriculum are reading materials which are not only suitable with the topic which is discussed, but also a good reading for students from the point of the setting of its message, the plot of the thought, structure of the text, lexical characteristic and correctness of the language.

Reading material refers to any texts or passage that brings certain message or ideas to be shared to the reader through the process of reading activity. In preparing the material there are some aspects to be considered. The writer emphasizes on the level of the readers interest as well as the objectives of the reading activity.

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[13] Jeremy Harmer. *How to teach English* (United State: Addison Wesley Longman, 1998), p. 68.

C.   Curriculum

1.   Definition of Curriculum

Curriculum is the most essential of teaching learning process. A teacher should teach his/her students according to the current curriculum because it has been designed on the basis of students' needs. Feez stated that "curriculum is a general statement of goals and outcomes, learning arrangement, evaluation, and documentation relating to the management of program within an education institution".[14] Curriculum is a plan that gives guidance in the teaching-learning process activities.[15]

From the definition above, the writer concludes that curriculum is a plan that is developed to make teaching-learning activities progress well. It is kind of guidance in the teaching-learning process. The reformation of curriculum is sometimes done in order to improve or to develop the quality of education. The curriculum also contains science, knowledge, and experience worth giving to the students to obtain the educational objectives.

2.   The Curriculum of 2013

Curriculum 2013 is a curriculum of values that occupied by character building. The values can be tracked from the Core Competences, abbreviated with KI-1 to KI-4. KI-1 is designed for spiritual competence, KI-2 for social competence, KI-3 refers to knowledge competence and KI-4 is for learning process through with the KI-3, KI-2 and KI-1 can be observed. The learning paradigm encompass direct and indirect learning model, and indirect learning model refers to KI-1 and KI-2. These two

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[14]Feez, Susan, *Text-Based Syllabus Design*, (Sidney: Macquarie University, 2002), p. 9.
[15]Nana Syaodih Sukmadinata, Pengembangan Kurikulum: Teori dan Praktek, (Bandung: Remaja Rosdakarya, 1999), p.5.

competences have no specific learning materials as it is integrated into cognitive and psychomotor domains. This formulation is aimed at reducing or eliminating verbalism in learning. Basic Competence which is abbreviated with KD is the reference for teachers to develop achievement indicators. KD in KI-1 and KI-2 is the accumulation of KD in KI-3 and KI-4. KD in KI-3 is linear with KD in KI-4 and the number of KD in KI-3 is equally sized with the number of KD in KI-4. To map, KD3.1 for example is associated with KD4.1, KD3.2 is associated with KD4.3, and so forth. The learning materials in KD3.1 is taught in KD4.1 and for this reason the number of KD in KI-3 should be equal with the number of KD in KI-4. However, in certain cases, KD in KI-3 is not always linear with KDs in KI-4 as the learning steps in KDs of KI-4 cover some KDs in KI-3. It means that a KD in KI-4 can cover some KDs in KI-3.

For English, there is a slight different perspective for teachers to interpret competences as many of the them are derived from psychomotor domains, specific competences derived from language system (linguistic competence, sociolinguistic competence, discourse competence and strategic competence), macro-skills (productive; speaking and writing, and receptive skills; listening and reading) and micro-skills or the elements of language (grammar, vocabulary, pronunciation and spelling). All these should not be addressed in isolation and covered in integrative manners in all KI and KD. As a consequence, according to Wachidah (2013, cited in Hapsari, 2013), there were numerous incorrect interpretations to the previous curriculum frame work such as the policy of one Lesson Plan which covered one KD whereas in English curriculum, one KD is supposed to cover the four skills. K-13 revises these mistakes and in the teaching process these four skills will be integrated as the notion of the competence refers to the notion of communicative competence.

Hapsari"s (2013) outlines that K-13 is designed to revise or to correct the mistakes of the competence "meanings" in the previous curriculum. While the previous curriculum combined the ideas of competence, performance and genre-based approach for English subject, this current curriculum has the key words like spiritual and social competence (deal with affective domains), together with cognitive and psychomotor competence through scientific approach and authentic assessment in all subjects.

1) **Syllabus**

Generally, syllabus is about the content of the subjects or syllabus is a development of the curriculum, it is explanation from standard competencies and based competencies that students should reach. It also contain of the materials.[16]

According to Hutchinson and Waters, a syllabus is a document which says what will (or at least what should) be learnt.[17] Furthermore Mulyasa said, syllabus is a plan in a group of subjects based on themes which is consist of based competencies, competencies standard, materials, indicators, scoring, times, and sources which is developed by the level of education. So, syllabus is a development of curriculum, it is a set of planning in learning process. It consists all of aspect for one term of study. Syllabus provides a focus for what should be studied, along with a rationale for how that content should be selected and ordered.[18] There are seven types of syllabuses that covered by McKay. The types are:

a. Structural syllabus: the sequencing of structures is typically based on the idea of starting with easy structures and gradually progressing to more difficult ones based on grammatical forms.

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[16] Mansur Muslich, *KTSP Dasar Pemahaman dan Pengembangan*, (Jakarta: Bumi Aksara, 2009), p. 6.

[17] Tom Hutchinson and Alan Waters, *English for Specific Purpose: A Learning-Centered Approach,* (Cambridge: Cambridge University Press, 2002), p. 80.

[18] James Dean Brown, *The Elements of Language Curriculum*, (Boston: Heinle & Heinle Publishers, 1995), p. 7.

b. Situational syllabus: the organization in a situational syllabus will be based on common situations.

c. Topical syllabus: it is similar to situational syllabus which is organized by topics or rather than situational syllabus which is organized by topics or rather than situations. The topics can be selected by the textbook.

d. Functional syllabus: list of students need in hierarchy.

e. Notional syllabus: it closest to functional syllabuses, the author organized around abstract conceptual categories then make it to sub categories.

f. Skill-based syllabus: the author uses materials that the most useful for academic purposes.

g. Task-based syllabus: syllabus based on categories what students' need in performing language.

D.   Textbook

1.   Definition of Textbook

There are so many kinds of media rivaling the printed materials of communication; the textbook remains the major source in school. Textbook is a book giving instruction in a subject, used especially in schools, etc. According to Thomson, "the textbook is a stimulus or instrument for teaching and learning".[19] In another definition, textbook is a manual of instruction or a standard book in any branch of study which is produced according to the demands of educational institutions.

Based on the definition, it is one of the important media that use of teacher as media teaching learning activities as well as to reach educational purposes. The title of

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[19]Thomson Heinle, *Designing Language Courses: A Guide for Teachers*, (Canada: Kathleen Graves, 2000), p. 175.

the book is "Mount" written by Suryo Wibowo S. Pding and friends that teach in Islamic Junior High School in Palangka Raya.

2. The Functional of Textbook

A textbook has many functions. According to Thomson, the text book has many functions as follows:

1) Individualization of instruction

    A textbook helps students to individualize instruction by enabling them to proceed at their own rate and to a limited extent, according to what they are interested in studying.

2) Organization of instruction

    A textbook helps students to organize instruction by providing experiences, suggested activities, recommended reading and question. Written textbook give unity to classroom interaction and are graded to introduce new concepts or contents they build upon what has preceded.

3) Tutorial Contribution

    A teacher often uses the textbook to help students learn how to read better, to study, to weigh evidence, and to solve problems.

4) Improvement of Teaching

    Textbook is also regarded as a helpful utility which is used by teachers to improve their skills in teaching.

    From the explanation above, textbook is a kind of visual aid in teaching learning process. It means that the function of a textbook is actually as one of the visual aids by teachers, when they are teach and explain the teaching materials. Besides, it also helps the students in getting a better understanding of the materials given by teacher.

E. Text

1.   Definition of Text

A text is very important in our life. We need texts to communicate with others. Actually, when we speak or write something, we have made a text. Text is a means of transferring message to the readers or listeners. Text is an   arrangement   of systematically words in a good diction, without ignore the rule of coherence and cohesive. Text is any stretch of language which is held together cohesively through meaning. In addition, Halliday and R. Hasan mention that text is meant any connected stretch of language that is doing job in some contexts.[20]

From the explanation above, any instance of living language that is playing some parts in context of situation we shall call a text. It may be either spoken or written. Based on the participant there are spoken and written texts. Spoken refers to language interaction, including a conversation orally between two persons or more which their text has a purpose and the written text refers to language text, including abstract reflection on causes and effects of distance events.

2. Genre

The term 'genre' has been used for many years to refer to different styles of literary discourse. In recent time, the term has been adapted to refer to different types of communicative events. Genre is one of the most important and influential concept in language education. Genre can be defined as a culturally specific texttype which results

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[20] M.A.K Halliday and R. Hasan, Language, Context, and Text: Aspect of Language in a Social-Semiotic Perspective, (Oxford: Oxford University Press, 1985), p. 6.

from using language (written or spoken) to (help) accomplish something.[21] Each genre is characterized by distinctive schematic structure, that is, by a distinctive beginning, middle, and end structure through which the social function of the genre is realized.[22] It can be concluded that there are differences between each genre to another. There are some genres texts: spoof, recount, reports, analytical exposition, news item, anecdote, narrative, procedure, description, hortatory, explanation, discussion, and reviews.

In this study, the writer only discusses the genre that should be taught to the ninth year of Junior High School students based on School-Based Curriculum, namely; narrative, procedure, and report.

There are some types of genres commonly used:

1) Procedure Text

The social function of procedure text is to help us do task or make something. They can be set of instructions or directions. The generic structure that should be followed when we write a procedure text are goal (goal states the final purpose of doing the instructions), materials (materials includes ingredients, utensils, equipment to do the instructions), steps (a set of instructions to achieve the final purpose). The lexico-grammatical features of the procedure text are focus on generalized human agents, the use of simple present tense and imperative sentence, the use of action verbs, the use mainly of temporal conjunction (or numbering to indicate sequence), and the use of adverbial phrases

2) Narrative text

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[21] Linda Gerot and Peter Wignell. Making Sense of Functional Grammar, (North South waLes: Gerd Stabler, 1995), p 17

[22] Jenny Hammond, English for Social Purposes: A Handbook for Teachers of Adult Literacy, (Sidney: Australian Print Group, 1991), p. 2

The purpose of this text is to relate an amusing or unusual experience in an entertaining way. The social function of narrative text is to amuse, to entertain, and to deal with problematic events which lead to a crisis point of some kinds, which in turn find a The generic structure of the narrative consists of:[23]

a) Orientation: sets the scene and introduces the participants

b) Evaluation: a stepping back to evaluate the plight

c) Complication: a crisis arises

d) Resolution: the crisis is resolved, for better or for worse

e) Re-orientation: optional

Narrative text focuses on specific and individualized participant. It usually uses material (behavioral and verbal) processes. It also uses relational processes, mental processes, temporal conjunction, and temporal circumstance. Relational processes involve states of being and having. For example:

a) She was an old boy.

b) He has a good job.

There are many verbs which refer to mental processes, they are thinking, imagining, liking, wanting, seeing, etc. The verbs that are used in narrative text type are past tense.

3) Functional Text (Banner, Poster and Brochure)

Functional texts are written to help readers perform, or function, in their daily lives. These specialized texts provide information and directions to help a reader. Some examples of functional text are: announcement, advertisement, poster, and brochure. In functional text there are three of generic structures and two linguistic features, there are:

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[23] Linda Gerot and Peter Wignell, *Making Sense of Functional Grammar*, North South Wales: Gerd Stabler, 1995, p. 204.

- Heading, the main idea of making poster

- Picture, it illustrates the situation or condition of things or people. It is represented by the writer's desire or mood. The function of picture here is also to make the poster more interesting.

- Message, to give instruction, warning, or advice to whom the poster is for.

There are two of linguistic features to construct functional text. They are present tense and imperative sentence. Present tense is used to introduce the people that what is introduced or promote is something new. Then imperative sentence is used to give a command for the reader to do something after read the text.

3) Report text

Report textis one of text types that taught of Junior High School. The term 'report' is used in everyday language refer to many different types of factual text, such as news report, science report, weather report, etc. Report is used to store or provide information about class of things accurately rather than a sequence.

As the other text types, report has also the social function, the generic structure, and also the lexico-grammatical features. The social function of report text is to describe the way things are, with reference to a range of natural, man-made and social phenomena in our environment. The generic structures of report text are general classification and description (parts, qualities, habits or behaviors, if living; uses, if non-natural). The lexico-grammatical features of report text are focus on generic participant, the use of relational processes and the use of simple present tense.

3. Structure of Mount Textbook

Mount textbook has 14 units. Every units divided to be 4 skills like reading, writing, speaking and listening.

Unit	Topic	Objective.
1	What Do You Think About This?	a. Ask and give information. b. Ask and give opinion. c. Ask and give attention. d. Ask offer or refuse help or something. e. Express admiration. f. Express capability and willingness.
2	My Father is a Mecanic	a. Read aload in good pronounciation. b. Know kinds of professions, the duty, the equipment and the workplace. c. Find out main idea

		and detail information in the text. d. Understand the structure of descriptive text. e. Describe people, things, or place clearly.
3	Come to My House, Please	a. Invite someone oral and written form. b. Write an invitation. c. Write greeting card.
4	My Sweet Home	a. Read the descriptve text in good pronounciation. b. Spell words correctly. c. Find and mantion main idea and detail information in the text. d. Mantion tha text structure. e. Write simple sentences correctly. f. Describe things

			clearly and fluently.
5	What's Going On?	a.	Telling on going activities.
		b.	Differenciate activities and the facts that happen in the present.
6	What did You Do Yesterday?	a.	Telling activities in the past.
		b.	Differenciate the activities in the present and in the past.
7	Letter from Pen Pal	a.	Tell the purpose of writing letter.
		b.	Mention the information in a letter
		c.	Write letter on paper or email.
8	I Love Indonesia	a.	Read aload in good pronounciation.
		b.	Identify the structure of descriptive text.
		c.	Find out main idea of the text.

		d. Find out the detail information in the text.
		e. Describe people, things, or place clearly.
9	The Road is Under Constraction	a. Respond to short functional text (notice/ warning/ caution).
		b. Read short functional text (notice/ warning/ caution).
		c. Write short functional text (notice/ warning/ caution).
10	It was a Great History	a. Comprehend oral and written text.
		b. Find main idea and detail information.
		c. Write a short recount text and biography.
		d. Tell a short recount text and biography.
11	Attention, Please!	a. Respond the spoken

		b. Give details information of anouncement (events, time, venue).
		and written announcement.
		c. Compose an announcement.
		d. Announce something orally.
12	One Day, a Merchant...	a. Read narrative text in good pronounciation.
		b. Find out main idea of each paragraph in narrative.
		c. Mantion detail information of text including character, setting, conflicts, and resolution.
		d. Retell a story (simple narrative).
		e. Complete cloze passage with correct verb.

		f. Rearrange jumble sentences/paragraph into good story.
13	Buy 1, Get 1 Free!	a. Respond the spoken and written advertisement.
		b. Mantion the purpose of advertisement.
		c. Describe the important information in the advertisement.
		d. Advertise product or service orally or written.
14	A Poem for my Mom	a. Find out the purpose of people write poems.
		b. Comprehend the meaning of the poem.
		c. Write down poem to express respect and feeling.
		d. Read poems loadly in correct.
		e. pronounciation and

		good intonation and expression.

4. Reading Material in Mount Textbook

Reading material in Mount consist some genre like descriptive, recount, procedural and narrative. Descriptive text consists of 5 texts, recount text consist 10 texts, procedural texts consist 2 texts, and narrative text consist 6 texts.

E. Comprehension Question

1. Definition of Comprehension Question

Comprehension questions were defined as a question which checks students' understanding of the text, knowledge of the content, or metacognitive uses specific reading comprehension strategies used to process text.[24]

2. Type of Question

a. Closed Question

Close questions are the kind that requires a short response that can be found in the text. Many comprehension tests uses closed question, and readers need to know how to find the information in the book with which to answer the question.

b. Open Question

Open question require in depth answer. Often the answer is not explicitly stated in the text. Some open question require the reader to use her or his own ideas plus the information in the to draw a conclusion about the topic.

c. Yes/no Question

[24] Maria, K. (1990). *Reading Ccomprehensions Iinstructions: Issues and strategies*. Maryland: York Press. p. 75.

Yes/no questions are closed question effectively to cut the discussion by setting up the child to answer with yes or no.

3. Type of Comprehension Question

There are four types of comprehension question, it has consist:

a. Literal Comprehension

Literal comprehension focuses on ideas and information which are explicity stated in the selection. A simple task in literal comprehension may be the recognition or recall or a series of facts or incident. A more complex task might be the recognition or recall or a series of facts or the sequencing of incidents in a reading selection. Purposes and questions at this level may have the following characteristics. Literal comprehension divided into:

1) Recognition

Recognition requires the student to locate or identify ideas or information explicitly stated in the reading selection itself or in exercises which use the explicit ideas and information presented in the reading selection. Recognition tasks are:

a) Recognition of Details

The student is required to locate or identify facts such as the names of characters, the time of the story, or the place of the story (or just about any other kind of explicit fact or detail requiring literal comprehension.)

b) Recognition of Main Ideas

The student is asked to locate or identify an explicit statement in or from a selection which is a main idea of a paragraph or a larger portion of the selection. (At times caution and real discernment must be utilized to distinguish a main idea from a detail.)

c) Recognition of a Sequence

The student is required to locate or identify the order of incidents or actions explicitly stated in the selection.

d) Recognition of Comparison

The student is requested to locate or identify likenesses and

differences in characters, times, and places that are explicitly stated in the selection.

e) Recognition of Cause and Effect Relationships

The student in this instance may be required to locate or identify the explicitly stated reasons for certain happenings or actions in the selection.

f) Recognition of Character Traits

The student is required to identify or locate explicit statements about a character which help to point up the type of person he or she is.

2) Recall

Recall requires the student to produce from memory ideas and information explicitly stated in the reading selection. Recall tasks are:

a) Recall of Details

The student is asked to produce from memory facts such as the names of characters, the time of the story, or the place of the story.

b) Recall of Main Ideas

The student is required to state the main idea of a paragraph or a larger portion of the selection from memory, when the main idea is explicitly stated in the selection.

c) Recall of a Sequence

The student is asked to provide from memory the order of incidents or actions explicitly stated in the selection.

d) Recall of Comparison

The student is requited to call up from memory the likenesses and differences in characters, times, and places tat are explicitly stated in the selection.

e) Recall of Cause and Effect Relationships

The student is requested to produce from memory explicitly statedreasons for certain happenings or action in the selection.

f) Recall of Character Traits

The student is asked to call up from memory explicit statements about characters which illustrate the type of persons they are.

b. Reorganization

Reorganization requires the student to analyze, synthesize, and/ or organize ideas or information explicitly stated in the selection. To produce the desired thought product, the reader may utilize the statements of the author verbatim or he or she may paraphrase or translate the author's statements. Reorganization tasks are:

1) Classifying

In this instance the student is required to place people, things, places, and/ or events into categories.

2) Outlining

The student is requested to organize the selection in outline form using direct statements or paraphrased statements from the selection.

3) Summarizing

The student is asked to condense the selection using direct or paraphrased statements from the selection.

4) Synthesizing

In this instance, the student is requested to consolidate explicit ideas or information from more than one source.

c. Inferential Comprehension

Inferential comprehension is demonstrated by the student when he or she uses the ideas and information explicitly stated in the selection, his or her intuition, and his or her personal experience as a basis for conjectures and hypotheses. Inferences drawn by the student may be either convergent or divergent in nature and the student may be asked to verbalize the rationale underlying his or her inferences. In general, then, inferential comprehension is stimulated by purposes for reading and teachers' questions which demand thinking and imagination that go beyond the printed page.

1) Inferring Supporting Details

In this instance, the student is asked to conjecture about additional facts the author might have included in the selection which would have made it more informative, interesting, or appealing.

2) Inferring Main Ideas

The student is required to provide the main idea, general significance, theme, or moral which is not explicitly stated in the selection.

3) Inferring Sequence

The student, in this case, may be requested to conjecture as to what action or incident might have taken place between two explicitly stated actions or incidents, or he or she may be asked to hypothesize about what would happen next if the selection had not ended as it did but had been extended.

4) Inferring Comparisons

The student is requited to infer likenesses and differences in characters, times, places, things, or ideas. Such inferential comparisons revolve around ideas such as : here and there, then and now, he and she, and she and she.

5) Inferring Cause and Effect Relationships

The student is required to hypothesize about the motivations of characters and their interactions with time and place. He or she may also be required to conjecture s to what caused the author to include certain ideas, words, characterizations, and action in his or her writing.

6) Inferring Character Traits

In his case, the student is asked to hypothesize about the nature of characters on the basis of explicit clues presented in the selection.

7) Predicting Outcomes

The student is requested to read an initial portion of a selection and on the basis of this reading he or she is required to conjecture about the outcome of the selection.

8) Interpreting Figurative Language

The student, in this instance, is asked to infer literal meanings from the author's figurative use of language.

d. Evaluation

Purposes for reading and teacher's questions, in this instance, require responses by the student which indicate that he or she has made an evaluative judgment by comparing ideas presented in the selection with external criteria provided by the teacher, other authorities, or other written

sources, or with internal criteria provided by the reader's experiences, knowledge, or values. In essence evaluation deals with judgment and focuses on qualities of accuracy, acceptability, desirability, worth, or probability of occurrence.

1) Judgments of Reality or Fantasy

Could this really happen? Such a question calls for a judgment by the reader based on his or her experience.

2) Judgments of Fact or Opinion

Does the author provide adequate support for his or her conclusions? Is the author attempting to sway your thinking? Questions of this type require the student to analyze and evaluate the writing on the basis of the knowledge he or she has on the subject as well as to analyze and evaluate the intent of the author.

3) Judgments of Adequacy and Validity

Is the information presented here in keeping with what you have read n the subject in other sources? Questions of this nature call for the reader to compare written sources of information with an eye toward agreement and disagreement and completeness and incompleteness.

4) Judgments of Appropriateness

What part of the story best describes the main character? Such a question requires the reader to make a judgment about the relative adequacy of different parts of the selection to answer the question.

5) Judgments of Worth, Desirability and Acceptability

Was the character right or wrong in what he or she did? Was his or her behavior good or bad? Questions of this nature call for judgments based on the reader's moral code or his or her value system. The same holds true for judging

the moral character of a political, social, or economic policy in informational or expository text as well as evaluating an author's proposal.

4. Criteria of Good Question

A good question is both a question that your fellow students can answer and a question that requires analysis, synthesis, interpretation, and critical thinking in order to answer it. Question based on a particular passage should both encourage and challange us to articulate and uncover meaning in the text. Indeed the most interesting question often don't have a definitive answer, but should think in advanced about the kind of answer question may elicit.

Here are some types of questions that tend to facilitate thoughtful, sustained discussions:

Analysis	Question beginning with "Why..." "How would your explain..." "What is the importance of ..." "What is the meaning of..."
	Example: What is the meaning of Madame X's comment about Jacque's activities the week before their encounter at the opera?
Compare and contrast	"Compare..." "Contrast..." "What is the difference between..." "What is the similarity between..."
	Example: What is the difference between the mother and the father's attitudes

	toward the daughter's relationship with Phillippe?
Cause and effect	"What are the causes/result of..." "What connection is there between..." Example: What is the cause of Lea'distrees when she looks at herself in the mirror?
Clarification	"What is meant by..." "Explain how..."

F. Taxonomy Bloom

The cognitive domain of Bloom's original taxonomy has six levels organized in a hierarchy. The base of the pyramid is the foundation of all cognition, knowledge. Each ascending level of the pyramid depends on the one below it: For example, learners must comprehend what a homesteader's exemption is before they can apply the definition to determine whether someone qualifies for a tax break. Knowledge and comprehension are often referred to as lower-order thinking skills. The skills above them are termed higher-order or critical thinking skills.[25]

1) The knowledge level, at the bottom of the hierarchy, is defined as remembering or retrieving previously learned material. Learning objectives at this level often include defining key terms, listing steps in a process, or repeating something heard or seen. For example, an objective for an orientation session might include new hires recognizing a correct description of how employees become vested in the company's retirement plan. In this case, knowledge-level objectives are clearly critical, as they are foundational to understanding additional materials. However, designers tend to write too many

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[25] Munzeinmaier, Cecilia and Nancy Rubin, "*Perspective Bloom's Taxonomy: What's Old is New Again*" (Santa Rosa: The eLearning Guild, 2013) p.10.

knowledge-level objectives because they find it so easy to pick out definitions and details.

2) Comprehension represents the largest category of cognitive skills and abilities. The key skill at this level is processing new information. For example, after orientation new hires might be asked to use the benefits information they were given to answer basic questions such as, if a person starts in the middle of the month, when do medical benefits begin? At the application level, a learner should be able to solve a new problem by applying information without having to be prompted. Objectives at this level might require learners to interpret information, demonstrate mastery of a concept, or apply a skill learned. At an orientation, for example, participants might be asked to apply time-off calculations to their own schedules.

3) Analysis requires learners to recognize relationships among parts. Objectives at this level of the hierarchy often include verbs such as differentiate,compare and contrast, criticize, or experiment. At an employee orientation, participants might be asked to classify workers into different categories according to eligibility for unpaid leave Synthesis calls for creative behavior because learners produce newly constructed and, many times, unique products. At this level, objectives might have learners create a plan, propose an idea, design a product, or organize information. During an employee orientation, for example, participants might plan the best way to maximize use of the 401K plan.

4) Evaluation involves making judgments about value. Learning objectives at this level require learners to measure, value, estimate, choose, or revise something, perhaps information, a product—or solve a problem. A newly hired employee, for example, might need to evaluate which insurance plan provides the most appropriate coverage.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

A content analysis is applied as approach method in this research. There are some definitions of content analysis:

According to Earl Babbie states: content analysis (sometimes called textual analysis when dealing exclusively with text) is a standard methodology the social sciences for studying the content of communication, or the study of recorded human communication, such as books, websites, paintings and laws.[26]

According to Donald Ary states Content or document analysis is a research method applied to written or visual materials for the purpose of identifying specified characteristics of the material. The materials analyzed can be textbooks, newspapers, web pages, speeches, television programs, advertisements, musical compositions, or any of a host of other types of documents.[27]

In relation to the statements above, this research used a content analysis as suitable approach method, which analysis the content of the book and describes the finding. The writer used qualitative descriptive, because the result of this research are describing data.

B. Type of Research

In this research the researcher used qualitative method. Qualitative is chosen to measure the relevance of the reading materials in Mount English Textbook. Standard Competence and basic competence are used as the scale.

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[26]Earl Babbie, *The Practice of Social Research.* New York: Macmillan, 1992.

[27] Donald Ary, *Introduction to Research in Education*, Canada: Nelson Education, 2006 p. 457.

C. Data and Source of Data

In this research, the researcher used the documentation data, such as:

a. Standard competence and basic competence of reading materials based on K 13

b. Reading materials from Mount English textbook

c. Question comprehension that consists in Mount English textbook

D. Subject of the Study

The writer chose English textbook entitled: *Mount English Textbook* published by Penerbit Writing Revolution for eight grades of junior high school students written by Surya Wibowo, S. Pding, Fahrurazi, S.Pd, Rahmat Setiawan, S.Pd, Zulida Arifa, M.Pd, Ayu Dwita Sari, S.Pdi, and M. Hamdan, S.Pdi. All of writer are English teacher from Islamic Junior High School in Palangka Raya.

E. Data Collection Procedure

In collecting the data, the writer used documentation study. Documentation study may refer to technique of collecting data by gathering and analyzing documents, while document is any communicable material (such as text, video, audio, etc) used to explain some attributes of an object, systems or procedures. It means that the qualitative data which is drawn with words and sentences, clustered following its category to gain conclusion.

1. Reading

2. Identification

3. Classification

4. Data Analysis Procedure

To analyze the data, the researcher displayed reading materials in basic competence and in *Mount English* textbook as below:[28]

1. Reading the textbook.

2. Identifying the components of the reading materials in the textbook based on the data characterized needed.

3. Coding the components of the reading materials in the textbook that have already identified .

4. Selecting the comprehension questions used to comprehend the texts was conducted.

5. Classifying the components of the reading materials based on codes with the requirements of School -based curriculum.

6. Tabulating the result of classified components into a table and presenting counts of how many conformity are found in each.

6. Analyzing the result of the tabulating based on the conformity criteria's formula.

7. Interpreting the data using descriptive explanation.

8. Concluding the result of the research.

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[28] Burhan Bungin, *Penelitian Kualitatif 2nd Edition,* (Jakarta: 2007, KENCANA PRENADA MEDIA GROUP), pp. 164—165.

RESEARCH FINDINGS AND DISCUSSION

A. Research Findings

In this chapter the researcher present the research findings based on the result of data analysis.

Table 4.1
The Distribution of the Text Type in the Textbook

No	Text	Text Type in the Textbook													
		Units													
		1	2	3	4	5	6	7	8	9	10	11	12	13	14
1	Descriptive Text		Task 1, Task 5		Task 3				Task 2						
2	Recount Text						Task 1				Task 2, Task 3				
3	Functional Text										Task1, Task 2,				
4	Narrative Text												Task 2, Task 3, Task 5		
The Score: 4/4 x 100% = 100%															

Based on the table above, there are four reading passages that stated in syllabus and appropriates that consist in the textbook. Descriptive text has four passages, recount text has two passage, functional text has three passages, and narrative text has three passages that developed in the textbook.

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Table 4.2
The Distribution of the Indicators Required in the Syllabus and Developed in the Textbook

No	Indicators Required in the Syllabus	Indicators Developed in the Textbook												
		Units												
		1	2	3	4	5	6	7	8	9	10	11	12	13	14
1	• Siswa membaca dan mendengarkan teks-teks tersebut untuk memahami isi pesannya.		Task 1		Task 3		Task 1		Task 2		Task 2		Task 3		
2	• Siswa mengidentifikasi fungsi sosialnya, struktur teks (termasuk a.l. gagasan utama dan informasi rinci), dan unsur kebahasaan dari setiap teks tersebut.		Task 4 Task 3		Task 3B Task 4		Task 1A Task 1B Task 2A		Task 2B Task 3	Task 2 Task 4 Task 5	Task 2A Task 2B Task 2C Task 3A Task3B		Task 2A Task 4 Task 5(1) Task 5(2)		
3	• Siswa membaca dan mendengarkan teks-teks tersebut untuk memahami isi pesannya.		Task 1		Task 3		Task 1		Task 2				Task 3		

No													
4	• Dengan bimbingan guru, siswa mengidentifikasi fungsi sosialnya, struktur teks (termasuk a.l. gagasan utama dan informasi rinci) dari setiap teks tersebut.		Task 4 Task 3		Task 3B Task 4		Task 1A Task 1B Task 2A		Task 2B Task 3	Task 2 Task 4 Task 5	Task 2A Task 2B Task 2C Task 3A Task3B		Task 2A Task 4 Task 5(1) Task 5(2)	
5	• Siswa mencari (a) pesan singkat dan (b) pengumuman/pemberitahuan (*notice*), termasuk yang menggunakan bahasa Indonesia.													
6	• Siswa mengumpulkan gambar dan foto (a) pesan singkat dan (b) pengumuman/pemberitahuan (*notice*) dari berbagai sumber termasuk internet, buku teks, dsb.													

7	• Siswa memberikan komentar dan pandangannya tentang fungsi (a) pesan singkat dan (b) pengumuman/pembe ritahuan (*notice*), ketepatan unsur kebahasaannya, format, tampilan, dsb.											Task 3.1 Task 3.2		
8	• Siswa membaca dan mendengarkan fabel tersebut untuk memahami isi pesannya.											Task 3 Task 3A		
9	• Dengan bimbingan guru, siswa mengidentifikasi fungsi sosialnya, struktur teks (termasuk a.l. gagasan utama dan											Task 2 A Task 4 Task 5.1 Task 5.2		

informasi rinci) dari setiap fabel tersebut.														

Based on table above, there are nine indicators of reading skills which are required in the school's syllabus. Some of the indicators are developed in the textbook. There are two indicators in the syllabus which are not developed in the reading activities in the textbook. There are *Siswa mencari (a) pesan singkat dan (b) pengumuman/pemberitahuan (notice), termasuk yang menggunakan bahasa Indonesia and Siswa mengumpulkan gambar dan foto (a) pesan singkat dan (b) pengumuman/pemberitahuan (notice) dari berbagai sumber termasuk internet, buku teks, dsb. indicator Siswa membaca dan mendengarkan teks-teks tersebut untuk memahami isi pesannya* and *Siswa mengidentifikasi fungsi sosialnya, struktur teks (termasuk a.l. gagasan utama dan informasi rinci), dan unsur kebahasaan dari setiap teks tersebut* are developed almost all of the units.

Table 4.3
The Distribution of the Generic Structure
of Descriptive Text in the Mount English Textbook

Descriptive Text	
Generic Structure	**Stated in the Textbook**
a. Identification	• Unit 2 Task1 *(See appendix 1)* • Unit 2 Task 5 *(See appendix 1)* • Unit 4 Task 3

	(See appendix 1)
b. Description	• Unit 2 Task1 *(See appendix 1)* • Unit 2 Task 5 *(See appendix 1)* • Unit 4 Task 3 *(See appendix 1)*
2/2 x 100% = 100%	

Table 4.4
The Distribution of the Generic Structure
of Recount Text in the Mount English Textbook

Recount Text	
Generic Structure	**Stated in the Textbook**
a. Orientation	• Unit 6 Task 1 *(See Appendix2)* • Unit 10 Task 2 *(See Appendix 2)* • Unit 10 Task 3 *(See Appendix 2)*
b. Events	• Unit 6 Task 1 *(See Appendix 2)* • Unit 10 Task 2 *(See Appendix 2)* • Unit 10 Task 3 *(See Appendix 2)*
c. Reorientation	• Unit 6 Task 1 *(See Appendix 2)* • Unit 10 Task 2 *(See Appendix 2)* • Unit 10 Task 3 *(See Appendix 2)*
3/3 x 100% = 100%	

Table 4.5
The Distribution of the Generic Structure
of Functional Text in the Mount English Textbook

Functional Text	
Generic Structure	**Stated in the Textbook**
a. Heading	• Unit 9 Task 1 *(See appendix 3)* • Unit 9 Task 2 *(See appendix 3)*
b. Picture	• Unit 9 Task 1 *(See appendix 3)* • Unit 9 Task 2 • *(See appendix 3)*
c. Message	• Unit 9 Task 1 *(See appendix 3)* • Unit 9 Task 2 *(See appendix 3)*
3/3 x 100% = 100%	

Table 4.6
The Distribution of the Generic Structure
of Narrative Text in the Mount English Textbook

Narrative Text	
Generic Structure	**Stated in the Textbook**
a. Orientation	• Unit 12 Task 2 *(See appendix 4)* • Unit 12 Task 3 *(See appendix 4)* • Unit 12 Task 5 *(See appendix 4)*

b. Complication	• Unit 12 Task 2 *(See appendix 4)* • Unit 12 Task 3 *(See appendix 4)* • Unit 12 Task 5 *(See appendix 4)*
c. Resolution	• Unit 12 Task 2 *(See appendix 4)* • Unit 12 Task 3 *(See appendix 4)* • Unit 12 Task 5 *(see appendix 4)*
d. Reorientation	• Unit 12 Task 2 *(See appendix 4)* • Unit 12 Task 3 *(See appendix 4)* • Unit 12 Task 5 *(See appendix 4)*
e. Complication	• Unit 12 Task 2 *(See appendix 4)* • Unit 12 Task 3 *(See appendix 4)* • Unit 12 Task 5 *(See appendix 4)*
5/5 x 100% = 100%	

Based on the table above, generic structures of descriptive text, recount text, functional text and narrative text are well developed in the textbook. The generic structures of descriptive text, recount text, functional text and narrative text are also stated in all passages that developed in the textbook.

Table 4.7
The Distribution of the Linguistic Features
Of Descriptive Text

Descriptive Text	
Linguistic Features	**Stated in the Textbook**
a. Simple Present Tense	• unit 2, task 1 *(See appendix 5)*

	unit 2, task 5 *(See appendix 5)*
	• unit 4, task 3 *(See appendix 5)*
b. Adjective	• unit 2, task 1 *(See appendix 5)*
	• unit 2, task 5 *(See appendix 5)*
	• unit 4, task 3
	• *(See appendix 5)*
2/2 x 100% = 100%	

Based on the table above, generic structures descriptive text are well developed in the textbook. The generic structures of descriptive text are also stated in all passages that developed in the textbook.

Table 4.8
The Distribution of the Linguistic Features
Of Recount Text

Recount Text	
Linguistic Features	**Stated in the Textbook**
c. Simple Past Tense	• unit 6, task 1 *(See appendix 6)* • unit 10, task 2 *(See appendix 6)* • unit 10, task 3 *(See appendix 6)*
d. Conjuntion/ Time Connectives	• unit 6, task 1 *(See appendix 6)* • unit 10, task 2 *(See appendix 6)* • unit 10, task 3 • *(See appendix 6)*
2/2 x 100% = 100%	

Based on the table above, recount text has two linguistic features. Those are developed in all of the text in the textbook.

Table 4.9
The Distribution of the Linguistic Features
Of Functional Text

Functional Text	
Linguistic Features	**Stated in the Textbook**
a. Simple Present Tense	• unit 9, task 2 (1) *(See appendix 7)* • unit 9, task 2 (2) *(See appendix 7)* • unit 9, task 2 (3) *(See appendix 7)* • unit 9, task 2 (4) *(See appendix 7)* • unit 9, task 2 (5) *(See appendix 7)*
b. Using Imperative Sentence	• unit 9, task 2 (1) *(See appendix 7)* • unit 9, task 2 (2) *(See appendix 7)* • unit 9, task 2 (3) *(See appendix 7)* • unit 9, task 2 (4) *(See appendix 7)* • unit 9, task 2 (5) • *(See appendix 7)*
2/2 x 100% = 100%	

Based on the table above, generic structures descriptive text are well developed in the textbook. The generic structures of descriptive text are also stated in all passages that developed in the textbook.

Table 4.10
The Distribution of the Linguistic Features
Of Narrative Text

Narrative Text	
Linguistic Features	**Stated in the Textbook**

a. Specific Character	• unit 12, task 2 *(See appendix 8)* • unit 12, task 3 *(See appendix 8)* • unit 12, task 5 *(See appendix 8)*
b. Simple Past Tense	• unit 12, task 2 *(See appendix 8)* • unit 12, task 3 *(See appendix 8)* • unit 12, task 5 *(See appendix 8)*
c. Past Continuos Tense	• unit 12, task 5 *(See appendix 8)*
d. Connectives/ Conjunction	• unit 12, task 2 *(See appendix 8)* • unit 12, task 5 *(See appendix 8)*
e. Verbs showing action	• unit 12, task 2 *(See appendix 8)* • unit 12, task 3 *(See appendix 8)*
5/5 x 100% = 100%	

Based on the table above, narrative text has five linguistic features. Those are developed in all of the text in the textbook, but in some units part of linguistic features didn't state in the text. As in unit 12 task 2 and task 3, past continuous tense didn't stated in the text, in the unit 12 task 3 connectives/ conjunction didn't found in the text, and in the unit 12 task 5, verb showing action.

Table 4.11
The Distribution of Question Comprehension
Unit 2

No	Number of Question	Kind of Question	Kind of Comprehension
1	1	Closed question	Literal

No	Number of Question	Kind of Question	Kind of Comprehension
2	2	Open question	Inferential
3	3	Closed question	Literal
4	4	Closed question	Literal
5	5	Closed question	Literal

Table 4.12
The Distribution of Question Comprehension
Unit 4

No	Number of Question	Kind of Question	Kind of Comprehension
1	1	Open question	Inferential
2	2	Closed question	Literal
3	3	Closed question	Literal
4	4	Closed question	Literal
5	5	Closed question	Literal

Table 4.13
The Distribution of Question Comprehension
Unit 6

No	Number of Question	Kind of Question	Kind of Comprehension
1	1	Closed question	Literal
2	2	Closed question	Literal
3	3	Closed question	Literal
4	4	Closed question	Literal
5	5	Closed question	Literal

Table 4.14
The Distribution of Question Comprehension
Unit 8

No	Number of Question	Kind of Question	Kind of Comprehension
1	1	Open question	Inferential
2	2	Closed question	Literal
3	3	Closed question	Literal
4	4	Closed question	Literal
5	5	Closed question	Literal

Table 4.15
The Distribution of Question Comprehension
Unit 10

No	Number of Question	Kind of Question	Kind of Comprehension
1	1(Text 2, Text 1)	Opened question	Inferential
2	2(Text 2, Text 1)	Closed question	Literal
3	3(Text 2, Text 1)	Opened question	Inferential
4	4(Task 2, Text 1)	Opened question	Inferential
5	5(Text 2, Text 1)	Opened question	Inferential
6	1(Task 2, Text 2)	Closed question	Literal
7	2(Task 2, Text 2)	Closed question	Inferential
8	3(Task 2, Text 2)	Open question	Inferential
9	1(Task 3, Text 2)	Closed question	Literal
10	2(Task 3, Text 2	Closed question	Literal
11	3(Task 3, Text 2	Closed question	Literal
12	4(Task 3, Text 2	Closed question	Literal
13	5(Task 3,	Closed question	Literal

	Text 2		

Table 4.16
The Distribution of Question Comprehension
Unit 11

No	Number of Question	Kind of Question	Kind of Comprehension
1	1	Closed question	Literal
2	2	Closed question	Literal
3	3	Closed question	Literal
4	4	Open question	Inferential
5	5	Open question	Inferential

Table 4.16
The Distribution of Question Comprehension
Unit 12

No	Number of Question	Kind of Question	Kind of Comprehension
1	1(Task3)	Closed question	Literal
2	2(Task3)	Closed question	Literal
3	3(Task3)	Open question	Inferential
4	4(Task3)	Closed question	Literal
5	5(Task3)	Open question	Inferential
6	1(Task5)	Closed question	Literal
7	2(Task5)	Closed question	Literal
8	3(Task5)	Closed question	Literal
9	4(Task5)	Open question	Inferential

B. Discussion

The finding of this study is based on the research problems that are stated in the statement of the problem.

1. The relevance of the reading materials in Mount textbook for eighth grade of Junior High School to standard competence and basic competence on K 13

Conformity curriculum with learning materials is essential to the success of students learning. K-13 is a curriculum of values that occupied by character building. The values can be tracked from the Core Competences, abbreviated with KI-1 to KI-4. Basic Competence which is abbreviated with KD is the reference for teachers to develop achievement indicators. KD in KI-1 and KI-2 is the accumulation of KD in KI-3 and KI-4. KD in KI-3 is linear with KD in KI-4 and the number of KD in KI-3 is equally sized with the number of KD in KI-4.[29] In this textbook, the author has already followed the requirements in K 13. The conformity of text types reached 100%. It means all of text types that specified in the syllabus develop well in the textbook. There are four text types which have been developed by the author in the syllabus. They are descriptive text, recount text, functional text, and narrative text. All the text types which have been in the textbook appropriate with that consists in the syllabus.

a. The Analysis of Generic Structure of the Text

Based on the data collecting of generic structures of the text in English Mount textbook, there are two generic structures for descriptive text, three generic structures for recount text, three generic structures for functional text, and three generic structures narrative text. Those

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[29] Djuwairiah Ahmad, *Understanding the 2013 Curriculum of English Teaching through the Teacher's and Policymakers' Persfective*, Alaudin State Islamic University Makassar, Indonesia, Vol. 2, issue 4, p.7.

generic structures are developed in the passages in the textbook and reached 100% of conformity level.

b. The Analysis of Linguistic Features of the Text

The linguistic features are also part of the analysis. In English Mount textbook there are four linguistic features to descriptive text, recount text, functional text, and narrative text. For descriptive text, there are two linguistic features. Recount text has two linguistic features, functional text has two linguistic features and narrative text has five linguistic features. The conformity level of the linguistic features for all text types are 100%. It means all linguistic features are stated in the textbook, but in narrative text especially in unit 12 task 2 and task 3, past continuous tense didn't stated in the text, in the unit 12 task 3 connectives/ conjunction didn't found in the text, and in the unit 12 task 5, verb showing action.

2. How many comprehension questions consist of textbook Mount for eighth grade of Junior High School based on level comprehension

Comprehension questions were defined as a question which checks students' understanding of the text, knowledge of the content, or met cognitive uses specific reading comprehension strategies used to process text.[30] In the textbook, there were 47 questions that defined into seven units. Each of tasks consist five, four or three questions. All of them divided to two kinds of question, closed question and open question. Most of them has kind closed question, its mean question that require a short response that can be found in the text easily, and for another questions has kind of open question that require in depth answer and

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[30] Maria, K. (1990). *Reading Ccomprehensions Iinstructions: Issues and strategies*. Maryland: York Press. p. 75.

require the reader to use her or his own ideas plus the information to draw the conclusion about the topic. For kind of comprehension questions, most of them have kind of literal, its mean that the answer of the question could found easily in the text, and for other questions has kind of inferential that means found of answer of the question have to understand what was mean of the text that related.

C. Interpretation

Based on the description above, it can be concluded that 100 % elements of the reading passages required by the English syllabus are developed in the textbook. Four text types are in line with the curriculum. Nine from thirty eight indicators are also in line with the school curriculum of that school. 100% the structural and the linguistic features are developed according to the demand of the school curriculum of that school. So, it can be interpreted that the conformity of reading passages in the English Mount textbook with the school curriculum of that school is very good. It means this book can be use for second grade students of Junior High School.

Based on the description above most of question comprehension that consists in the textbook has kind closed question and kind of comprehension is literal that dominate. And for the other question has kind open question and inferential. It is appropriate with question comprehension that has to study by students in Junior High School.

CHAPTER V

CONCLUSION AND SUGESTION

In this chapter, the researcher will provide conclusion and suggestion related to the discussion and research finding.

A. Conclusion

Based on the findings and data analysis, the text types, reading indicators, generic structure and linguistic features of the text in the English Mount textbook reached 93.3% in percentage. It can be concluded that reading materials in English Alive textbook that published by Writing Revolution is in conformity with the requirements of curriculum 2013. Moreover, physically, this book is interesting because full of color and pictures. Thus, the teacher can use this book as teaching material because most of reading materials which required in curriculum 2013 are developed in the textbook, seven from nine indicators are developed in the activities of reading in the textbook and the aspects of the accuracy of the material (generic structures and linguistic features) developed well in almost all of passages.

The result of research finding and analysis of question comprehension that consist of textbook has kind closed question and kind of comprehension is literal that dominate. And for the other question has kind open question and inferential. It is appropriate with question comprehension that has to study by students in Junior High School.

B. Suggestion

After investigating some important points during the research, some suggestions are given as follows:

1. For the English Teacher

The result of this research shows that reading materials in English Mount textbook is in conformity with the requirements of curriculum 2013. It means this book can be used for the teacher to teach second grade of junior school, but the teacher should develop the materials that are not been provided in the textbook. Referring the result of the textbook analysis, it may be used as reference to the English teacher in selecting appropriate textbook based on the requirements in the curriculum.

2. For Further Researcher

In this study, the writer realized that design of the study was very simple. There are still many weaknesses that could be seen. Therefore, further writer could improve this study with better design and different object in order to support the result finding. In addition, the writer suggest to further writer to make research analysis all of the skill material of the textbook in improving students skill, because in this study the writer only focus on reading material and questioning comprehension that contained in the textbook that relevance in curriculum 2013.

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