

**GENRE ANALYSIS ON READING PASSAGES OF
ENGLISH TEXTBOOK “TALK ACTIVE”**



A Thesis

Submitted as a Partial Fulfillment
of the Requirements for S1 Degree

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ABSTRACT

Genre Analysis on Reading Passages of English Textbook “Talk Active”

**By
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According to 2013 Curriculum, English textbook has to provide genres based on the functional literacy level of each grade. Genre is a type of reading text contains social function, structure of the text and its features. In this research, the researcher analyzed the genre on reading passages of English textbook “Talk Active” published by Yudhistira. The objectives of this research were to find genre available in English textbook “Talk Active”, to find the social function, generic structure and language features of genre found in the English textbook “Talk Active”, and to find whether the genres of the text in Talk Active English Textbook are in line with syllabus of 2013 Curriculum.

This research was descriptive qualitative research. The method used in this research was document analysis. The researcher gathered the data from reading texts in English textbook “Talk Active” for the eleventh grade of Senior High School. For analyzing the data, the researcher used the following steps: preparing categories, data reduction, data display, interpreting and drawing conclusion.

The results of this research were the researcher found four genres of reading texts found in English textbook “Talk Active” for the eleventh grade of Senior High School. They were descriptive text, analytical exposition text, report text, and explanation text. There were sixteen texts belonged to the four genres found. They were four texts included to analytical exposition text, three texts included to descriptive texts, six texts included to report text, and three texts included to explanation text. The researcher also found the social function, generic structure and language features in each genre found. From the four genres found in the textbook, the researcher found only three genres of reading texts in Talk Active English textbook for the eleventh grade of Senior High School in line with syllabus of 2013 Curriculum. They were analytical exposition text, report text (scientific text), and explanation text.

Key words: Genre Analysis on Reading Passages, 2013 Curriculum



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A thesis entitled: **GENRE ANALYSIS ON READING PASSAGES OF ENGLISH TEXTBOOK "TALK ACTIVE"**, by: **DEVITYA IKA ELDASARI, NPM: 1311040148**, Study Program: English Education, was tested and defended in the examination session held on: Thursday, Februari 21st, 2019.

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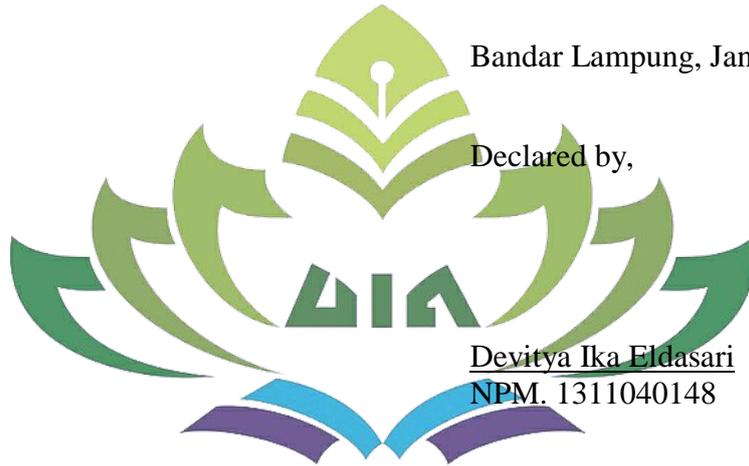


DECLARATION

I hereby declare this thesis entitled: Genre Analysis on Reading Passages of English Textbook “Talk Active” is completely my own work. I am fully aware that I have quoted some statements, references, and ideas from various sources and those are properly acknowledged in this thesis.

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MOTTO

إِنَّ مَعَ الْعُسْرِ يُسْرًا (٦)

Sesungguhnya bersama kesulitan ada kemudahan.¹ (QS. AL-Insyirah: 6)

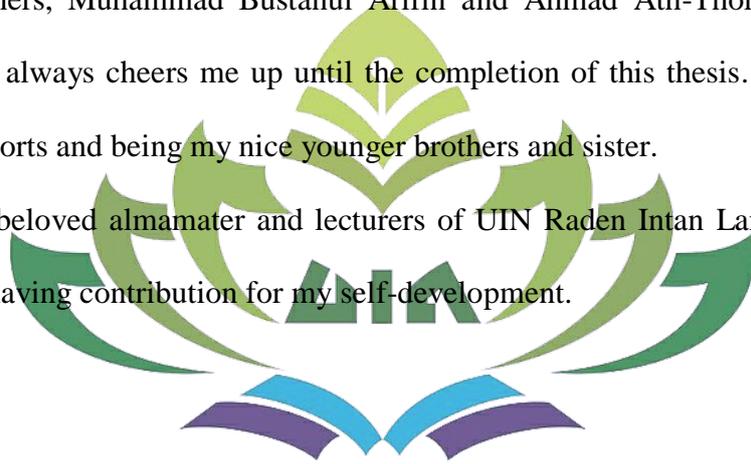


¹ Team Translator Al-Hikmah, *Al-Qur'an dan Terjemahnya*, (Bandung: Diponegoro, 2008), p. 596

DEDICATION

Praise and gratitude be to Allah the Almighty for His abundant blessing for me, and from my deep of heart and great of love, this thesis is dedicated to:

1. My greatest inspiration of my life, beloved father and mother, Mamin and Khoirowatin, who always pray for my success. Thanks for all the motivation and support.
2. My beloved younger sister, Aulia Januba Al-Amin and my beloved younger brothers, Muhammad Bustanul Arifin and Ahmad Ath-Thoriq Abdussalam who always cheers me up until the completion of this thesis. Thanks for the supports and being my nice younger brothers and sister.
3. My beloved almamater and lecturers of UIN Raden Intan Lampung. Thanks for having contribution for my self-development.



CURRICULUM VITAE

The researcher's name is Devitya Ika Eldasari. She was born on April 15th 1995 in Cilegon. She is the eldest child of Mr. Mamin and Mrs. Khoirowatin. She has one younger sister, her name is Aulia Januba Al-Amin and two younger brothers, their names are Muhammad Bustanul Arifin and Ahmad Ath-Thoriq Abdussalam.

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All praise is merely to Allah the Almighty, the Lord of the world, the Most Beneficent, and the Most Merciful who has bestowed upon the researcher in completing this thesis. Then, peace and salutation may be upon the great messenger prophet Muhammad peace be upon Him, who has brought us from the darkness to the lightness.

This thesis entitled “Genre Analysis on Reading Passages of English Textbook Talk Active” is presented to the English Education Study Program of UIN Raden Intan Lampung. The primary aim of writing this thesis is to fulfill students’ partial fulfillment of the requirement to obtain S1- degree.

Then, the researcher would like to thank to the following people for their ideas, time, guidance, support, encouragement, and assistance for this thesis accomplishment:

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Finally, the researcher was fully aware that there are still a lot of weaknesses in this thesis. Therefore, any correction, comments, and criticisms for this final project are always open-heartedly welcome. Furthermore, she expected that her thesis might be useful for all readers. Aamiin Yaa Robbal ‘Aalamiin.

Bandar Lampung, January 18th 2019

The researcher,

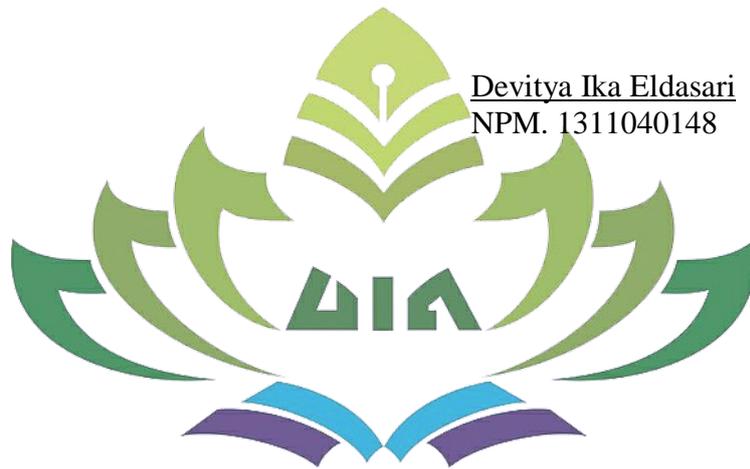


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CHAPTER I INTRODUCTION

A. Background of the Problem

Curriculum had to be implemented in line with need analysis to maintain learning and teaching process. As Richards states that a sound educational program should be based on an analysis of learners' needs as one of fundamental assumption of curriculum development.¹ It focused on determining knowledge, skill, and value students learn in school. The students had to be provided with learning experience, teaching and learning process in school or educational program that are required in the curriculum.

Curriculum is a set plans and arrangements concerning objectives, content, and learning materials as well as how it is used as implementation guidelines learning activities to achieve specific educational goals.² It meant that curriculum was a set of educational system which had to be applied in teaching and learning process to achieve the goal of education. In educational system of Indonesia, the implementation of curriculum was very important. Richard states that the aim of curriculum is to provide a clear definition of the purposes of a program, to provide guideline for teachers, learners, and materials writes. To help provide a focus for

¹ Jack C. Richards, *Curriculum Development in Language Teaching*, (Cambridge: Cambridge University Press, 2001), p. 51.

² *Peraturan Menteri Pendidikan Dan Kebudayaan No. 69 Tahun 2013 Tentang Kerangka Dasar Dan Struktur Kurikulum Sekolah Menengah Atas/Madrasah Aliyah*, p. 1 (Available on <http://bsnp-indonesia.org/2013/06/20/permendikbud-tentang-kurikulum-tahun-2013/>)

instruction, to describe important and reliable changes in learning.³ In short, curriculum functioned as guideline for teachers, learners and writers to include the material that should be taught in teaching and learning to achieve the goal of education.

The government of Indonesia had arranged curriculum used in teaching and learning process at school. There were some curricula that had been implemented. They were *Competency-based Curriculum* (Kurikulum Berbasis Kompetensi/KBK), *School-based Curriculum* (Kurikulum Tingkat Satuan Pendidikan/KTSP), and *2013 Curriculum* (Kurikulum 2013). Nowadays, *2013 Curriculum* is a curriculum used by most of schools in Indonesia. Interpreting education's goal, curriculum should be relegated to syllabus form. Syllabus referred to sub-part of curriculum concerned with a specification of the units would be taught.

A syllabus is a document which says what will (or at least what should) be learnt.⁴ It meant that syllabus was a set of paper with written information that contain instructions of what to be taught. Syllabus was the educational instrument to guide the teachers to plan teaching and learning process in the classroom. To make it possible to achieve the goal in teaching and learning process, the syllabus needs some authentic sources. The teachers can get them from magazines, newspapers, or books.

³ *Op.cit.*, Jack C. Richards, *Curriculum Development in Language Teaching*, p. 132

⁴ Tom Hutchinson and Alan Waters, *English for Specific Purpose: A Learning-Centered approach*, (Cambridge: Cambridge University Press, 1991), p. 80

One of the most popular sources used at schools was textbook because it was the most effective source of materials. According to Yulianti, a textbook is an instructional material which consists of content and material of the subject that is well organized in written form and has a great contribution in the teaching and learning process.⁵ It meant that textbook was a book organized in written form that contains materials of each subjects.

Textbook was used as a guidance in teaching and learning process. The materials presented in the textbook should be compatible with the content standard in 2013 Curriculum. Textbook is part of completeness or means of learning mission lead materials to appropriate with curriculum and syllabus.⁶ It meant that textbook has described curriculum and syllabus requirement in a lesson. Because textbook was very important, it would be better if the teacher used textbook as guidance and did analysis whether particular textbook had fulfilled syllabus point or not, therefore the students had got standard knowledge based on particular curriculum.

As pointed out in the English Syllabus of 2013 Curriculum, most of materials taught in school are designed to provide experience in using texts. Each types of text are formulated based on genre.⁷ According to Cooper, genre means a type or

⁵Reinildis & Suhermanto, Content Analysis on The English Textbook Entitled “English in Mind Starter (Student’s Book)”, Unpublished Journal of Linguistics State University of Malang, p. 1

⁶ LKPP-UNHAS, *Format Bahan Ajar, Buku Ajar, Modul dan Panduan Praktik*. Makassar: LKPP. 2015. p.1

⁷ *Silabus Mata Pelajaran Bahasa Inggris Sekolah Menengah Atas/Madrasah Aliyah/Sekolah Menengah Kejuruan/Madrasah Aliyah Kejuruan (Sma/Ma/Smk/Mak)*, (Jakarta: Kementerian Pendidikan dan Kebudayaan, 2016), p. 2

category of text.⁸ It meant that genre is a type of reading text. Genre provides a framework for the formation of texts consisting of three aspects: (1) social goals or functions to be achieved, using (2) text structure and (3) linguistic elements that are in accordance with contextual demands.⁹ The students are expected to be able to carry out language actions in the activities of capturing and constructing meaning that can be realized in various types of texts to achieve social functions by using text structures and linguistic elements that are appropriate to the context.¹⁰ There are twelve kinds of genre, namely: anecdote, description, discussion, explanation, exposition, hortatory, narrative, news item, procedure, recount, report and review. Each genre of text has distinctive characteristic such as social function, generic structure, and grammatical features.

In Indonesia, there were various textbooks produced and published by different publishers. Commonly, the teachers did not analyze the materials presented in the textbook with the syllabus appropriateness. Therefore, the textbook was used without being analyzed. If the textbook did not contain the genre of the texts as stated in the syllabus of 2013 Curriculum, it would decrease quality of education and the students could not achieve the aims of the learning. In the previous research conducted by Yuliyannah about Genre Analysis of the Reading Texts in English on Sky 2 textbook for the Second Grade of Junior Secondary School at SMPN 10 Ciputat, it could be known that three genres of reading text and their

⁸ Charles R. Cooper, *Evaluating Writing: The Role Of Teacher's Knowledge About Text, Learning And Culture*, National Council Of Teachers Of English, p. 24

⁹ *Op. Cit.*, *Silabus Mata Pelajaran Bahasa Inggris Sekolah Menengah Atas/Madrasah Aliyah/Sekolah Menengah Kejuruan/Madrasah Aliyah Kejuruan (Sma/Ma/Smk/Mak)*, p. 6

¹⁰ *Ibid.*, p. 9

three features (social function, generic structure and linguistic feature) found in English on Sky 2 textbook for the Second Grade of Junior Secondary School attain the result 100% of conformity level. It meant the genre and its features provided in the textbook were in line with KTSP.¹¹

In another research conducted by Siti Ulfah Herdiyani about Genre Analysis on Reading Passages of English Textbook “English In Focus” Based on The School-Based Curriculum, it could be known that the “English in Focus” textbook presents all genres recommended by the School-Based Curriculum and also the characteristics of each genre (social function, generic structure, and grammatical features) but the distribution of the characteristics doesn’t spread up well in all reading passages of “English in Focus” textbook.¹²

Based on the background above, the researcher wanted to know whether or not the genre of reading text and its feature on the textbook are in line with the syllabus of 2013 Curriculum. The researcher chooses English Textbook Talk Active for Senior High School Year XI to be analysed because it is published by one of well-known publisher in Indonesia. It is published by Yudhistira. Furthermore, the book is used at the schools in Bandar Lampung. The schools used the book are Al-Kautsar Senior High School, YP Unila Senior High

¹¹ Yuliyannah, *Genre Analysis of the Reading Texts in English on Sky 2 textbook for the Second Grade of Junior Secondary School at SMPN 10 Ciputat*, Syarif Hidayatullah State Islamic University, 2014 (Available on <http://repository.uinjkt.ac.id>)

¹² Siti Ulfah Herdiyani, *Genre Analysis on Reading Passages of English Textbook “English In Focus” Based on The School-Based Curriculum*, Syarif Hidayatullah State Islamic University, 2014 (Available on <http://repository.uinjkt.ac.id>)

School, State Senior High School 9 Bandar Lampung, Pangudi Luhur Senior High School. Therefore, the title of her research is “Genre Analysis on Reading Passages of English Textbook Talk Active”.

B. Limitation of the Problem

This research is focused on the analyses on genre of reading passage in Talk Active English Textbook for the eleventh grade of Senior High School whether or not the genre of the reading passage and its feature are in line with the syllabus of 2013 Curriculum. The researcher analysed genre because as pointed out in the English Syllabus of 2013 Curriculum, most of materials taught in school are designed to provide experience in using texts based on genre. Furthermore, the researcher chooses this book because it is published by one of well-known publisher in Indonesia and it is used in some schools in Lampung.

C. Formulation of the Problem

After stating the background of the study, the researcher formulates research questions.

1. What kind of genres are available in the Talk Active English Textbook for the eleventh grade of Senior High School published by Yudhistira?
2. What social function, generic structure and language features are available in genre found in the Talk Active English Textbook for the eleventh grade of Senior High School published by Yudhistira?
3. Are genres used in the Talk Active English Textbook for the eleventh grade of Senior High School published by Yudhistira in line with syllabus of 2013

Curriculum?

D. Objective of the Research

Based on the formulation of the problem, the objectives of the research are:

1. To know the genres that are available in the Talk Active English Textbook.
2. To know the social function, generic structure and language features of genre found in the Talk Active English Textbook for the eleventh grade of Senior High School published by Yudhistira.
3. To know whether the genres of the text in Talk Active English Textbook are in line with syllabus of 2013 Curriculum.

E. The Significance of the Research

The results of this research are expected to have contribution for:

1. Teachers

This research is expected to be able to be a guide for teacher to choose the suitable textbook to be used and to provide additional references for the English teachers in applying 2013 Curriculum.

2. Students

The result of this research can be used for the students to understand the meaning and purpose of genre through the texts that will be analyzed, so that they can develop their knowledge to be better.

3. Textbook Writer

Meanwhile, for the text book writer, the result of the study can be used as a reference in writing an English textbook based on the recent curriculum, that

is suited with the students' needs and suit the demands of the future world.

4. Future Researcher

Finally, for the future researcher, the findings can be used as a reference to conduct research on the same topic of different sources.

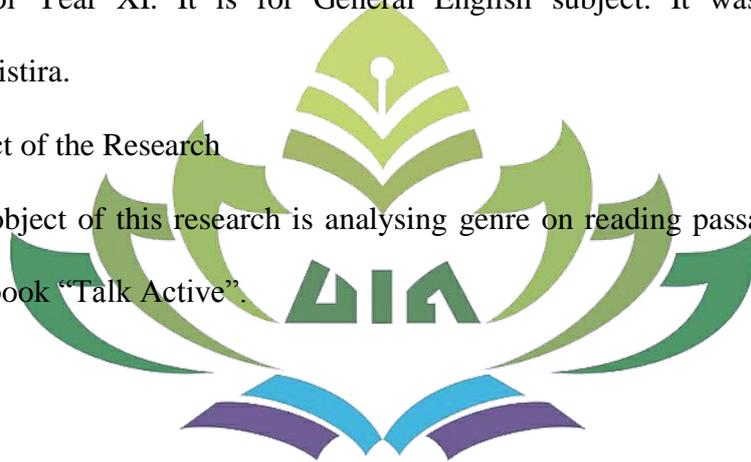
F. Scope of the Research

1. Subject of the research

The subject of this research is English Textbook “Talk Active” for Senior High School Year XI. It is for General English subject. It was published by Yudhistira.

2. Object of the Research

The object of this research is analysing genre on reading passages of English Textbook “Talk Active”.



CHAPTER II THEORITICAL FRAMEWORK

A. Genre

1. Understanding of Genre

Students need to learn genre in communication because it gives linguistic implication that student should notice. The genre provides a text forming framework consisting of three aspects: (1) the purpose or social function to be achieved, using (2) the structure of the text and (3) the language element in accordance with the contextual demands.¹ By learning the genre, students not only can use English sentences, but also can organize the text.

The word genre comes from the French (and originally Latin) word for 'kind' or 'class'. The term is widely used in rhetoric, literary theory, media theory, and more recently linguistics, to refer to a distinctive type of text.² According to Cooper, genre means a type or category of text.³ It means that genre is kinds of text. Hyland defines genre is a group of texts that is used to represent the meaning of the situation that has been caught by the writer.⁴ It can be said that genre is text that writer wants to deliver its purpose.

¹ *Silabus Mata Pelajaran Bahasa Inggris Sekolah Menengah Atas/Madrasah Aliyah/Sekolah Menengah Kejuruan/Madrasah Aliyah Kejuruan (Sma/Ma/Smk/Mak)*, (Jakarta: Kementerian Pendidikan dan Kebudayaan, 2016), p. 5

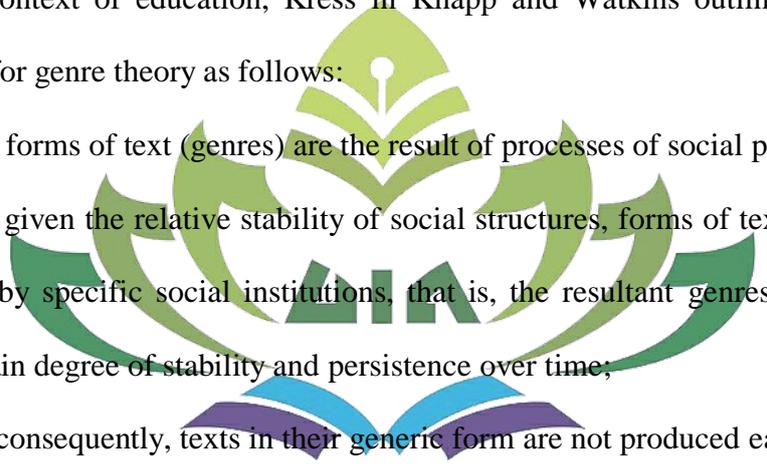
² Daniel Chandler, *An Introduction to Genre Theory*, (1997), p.1 (accessed on http://www.aber.ac.uk/media/Documents/intgenre/chandler_genre_theory.pdf)

³ Charles R. Cooper, *Evaluating Writing: The Role of Teacher's Knowledge about Text, Learning and Culture*, National Council of Teachers of English, p. 24

⁴ Ken Hyland, Genre Pedagogy: Language Literacy and L2 Writing Instruction. *Journal of Second Language Writing*, 2007, p. 4

Genre means written text that is grouped together under the category based on their shared communicative purpose and formal textual features such as generic structure and language features.⁵ It is in line with Hyland that genre is a term for grouping texts together, representing how writers typically use language to respond to recurring situations. Every genre has a number of features which make it different to other genres: each has a specific purpose, an overall structure, specific linguistic features, and is shared by members of the culture.⁶

In the context of education, Kress in Knapp and Watkins outlines a common agenda for genre theory as follows:

- 
- a. That forms of text (genres) are the result of processes of social production;
 - b. that, given the relative stability of social structures, forms of text produced in and by specific social institutions, that is, the resultant genres, will attain a certain degree of stability and persistence over time;
 - c. that consequently, texts in their generic form are not produced each time by all individual (or individuals) expressing an inner meaning, but are, rather, the effects of the action of individual social agents acting both within the bounds of their social history and the constraints of particular contexts, and with a knowledge of existing generic types;
 - d. that, given the social provenance of genres, different genres ‘have’, convey and give access to different degrees and kinds of social power;

⁵ Irene Ngu Tien Tien, *Genre Based-Text Analysis: Undergraduates’ Writing For Information Reports*, University Malaysia Sarawak, 2009, p. 6

⁶ Ken Hyland, *Teaching and Researching Writing*, (Great Britain: Pearson Education, 2009), p. 15

- e. that genres have specifiable linguistic characteristics which are neither fully determined or largely under the control of individual speakers or writers;
- f. that knowledge of the characteristics of texts and of their social place and power can and should form a part of any curriculum, whether in one subject area, or ‘across the curriculum’.⁷

In short, genre is type of written text that is organized by its own feature. The features are communicative purpose, generic structure and language feature. Different genre gives different social power.

2. Genre Analysis

Genre analysis, however a notion emerged in 1990s, recently has been considered to be implemented in the context of teaching language especially reading comprehension. Genre analysis is analyzing and investigating the linguistic and non linguistic features and elements of different discourses.⁸ Therefore, genre analysis is analyzing features of different texts. This analysis will not focus on the informational content of the text as such but on the features and conventions used which make the text look or appear similar to other texts. Moreover, Hopkins and Evans in Insaf Aslam and Asim Mehmood’s paper said that genre analysis describes the way in which texts are structured and organized.⁹ It can be said that

⁷ Peter Knapp & Megan Watkins, *Genre, Text, Grammar: Technologies for Teaching and Assessing Writing*, (Sydney: University of New South Wales Press, 2005), p. 24

⁸ Jihad Hasan Aziz Al Gurkosh, *Genre Analysis and Reading Comprehension: The Potentials of Genre Analysis to Faster the Literacy Skills of Iraqi EFL Students*, Theory and Practice in Language Studies, Vol. 5, No. 12, pp. 2453-2458, December 2015, p. 2454

⁹ Insaf Aslam and Asim Mehmood, *Genre Analysis of Conclusion Sections of Pakistani Research Articles in Natural and Social Sciences*, Journal of Natural Sciences Research, Vol. 2, No. 22, 2014, P.106, Available on www.iiste.org

genre analysis describes how the text is arranged.

According to Ayers in Hyland, genre analysis seeks to:

- a. identify how texts are structured in terms of functional moves
- b. identify the features which characterize texts and help realise their purposes
- c. examine the understandings of those who write and read the genre
- d. discover how the genre relates to users' activities
- e. explain language choices in terms of social, cultural and psychological contexts
- f. provide insights for teaching language.¹⁰

From the explanation listed above, it can be said that genre analysis is a useful instrument in unfolding and connecting the linguistic features of a genre to their function and purpose. It provides a technique to identify moves and linguistic features found in genres.

From the explanation above, the researcher concludes that genre analysis is the way to analyse genre of the texts based on some focuses of its features. The features that will be analysed are social function, generic structure, and language features of the text.

3. Genre of Reading Text

In Indonesia, teaching English either in Junior High School or Senior High School using 2013 Curriculum, the material is divided into genre (text types), short

¹⁰ Ken Hyland, *Teaching and Researching Writing*, (Great Britain: Pearson Education, 2009), p. 187

functional text, transactional and interpersonal text.¹¹ According to Biber in Piedad Fernandez Toledo's paper, text types are idealised norms of distinctive text structuring.¹² It means that text types are different text structuring that has accepted standard of rules. Anderson and Anderson in Nazhirin Paper say that there are some text types (genres) used in the school. They are spoof, recount, report, exposition, news item, anecdote, narrative, procedure, description, explanation, review, and discussion.¹³

a. Procedure Text

Procedure text is a text that tells the reader or listener how to do something. Reader or listener are able to get instructions for making something, doing something, and getting somewhere from the procedure text. The social function of this text is to describe how something is accomplished through a sequence of actions or steps.¹⁴ It is to tell someone what to do or how to do it, this can be achieved through a range of textual forms.¹⁵

The structure that constructs this text is:

a. Goal. It is the introductory statement or title of the text. Example: *How to*

¹¹Fathur Rohim dkk, *Modul Guru Pembelajar Bahasa Inggris Kelompok Kompetensi Profesional A (Distinguishing Texts and Non Texts)*, Pusat Pengembangan dan Pemberdayaan Pendidik dan Tenaga Kependidikan Bahasa, Direktorat Jenderal Guru dan Tenaga Kependidikan, 2016, p. 7

¹²Piedad Fernandez Toledo, *Genre analysis and reading of English as a foreign language: Genre schemata beyond text typologies*, *Journal of Pragmatics* 37 (2005) 1059–1079, p. 1064

¹³M. Khairun Nazhirin, *Transitivity Analysis of Genres In The Tenth Grade High School Textbook Developing English Competences*, State University of Yogyakarta, 2013, p. 23

¹⁴Linda Gerot and Peter Wignell, *Making Sense of Functional Grammar*, (Sydney: Gerd Stabler, 1995), p. 206

¹⁵Peter Knapp & Megan Watkins, *Genre, Text, Grammar: Technologies for Teaching and Assessing Writing*, (Sydney: University of New South Wales Press, 2005), p. 24

Make Fried Rice

- b. Materials. They are things that needed to complete the goal. They are set of ingredients or the materials required. They may not include in some procedural texts, such as directions of using appliance.
- c. Steps. They are the way to achieve the goal. The steps may be accompanied by illustrations or diagrams to assist the reader with the task at hand.¹⁶

Procedure text also has different language features from other text such as the sentence begin with the verb and stated as command, time words or number that show the order for carrying out the procedure, adverbs to describe how the action should be performed, and precise terms and technical language. Knapp and Watkins add the language features of procedure text are:

- a. Using action verbs. Verbs are in the simple present tense and also stated as imperatives. Example: *Take* two slices of bread.
- b. Using adverbs. Example: Add the remaining ingredients *slowly*.
- c. Using temporal connectives. We can also use numbering to indicate sequence.¹⁷ Example: *First*, melt the butter.
- d. Using conditional connectives. Example: *If* you mix the ingredients carefully, there won't be any lumps.
- e. Using modality.¹⁸ Example: You *must* stir it until it's mixed.

¹⁶ *Ibid.*, p. 157

¹⁷ *Op. Cit.*, p. 206

¹⁸ Peter Knapp & Megan Watkins, *Genre, Text, Grammar: Technologies for Teaching and Assessing Writing*, (Sydney: University of New South Wales Press, 2005), pp. 156-157

b. Descriptive Text

A text can be known from the content and the purpose of the story that describes the subject features. In this case, the text tells the readers a picture of someone or something in words.¹⁹ The social function of descriptive text is to describe a particular person, place or thing.²⁰

The structure that constructs this text is:

- a. Identification. It is opening paragraph that introduce the subject. It identifies phenomenon to be described.
- b. Description. It describes features of subject. It describes parts, qualities and characteristics of the subject.²¹

This text also has language features which consist of the use of present tense, adjective to describe the feature of the subject and topic sentence to begin paragraphs and organize the various aspects of the description.²² Language features that contain in this text are:

- a. It focuses on describing specific participants.²³ Example: Borobudur Temple
- b. It uses present tense. Example: Borobudur *is* located near Magelang.
- c. It uses relational verbs (is, are, has, have). Example: Turtles do not *have* teeth, they *have* a sharp beak instead.

¹⁹ John Langan, *College Writing Skills with Readings*, Fifth Edition, (Boston: McGraw-Hill, 2000), p. 175.

²⁰ Linda Gerot and Peter Wignell, *Loc. Cit.*, p. 208

²¹ *Ibid.*, p. 208

²² *Ibid.*, p. 158

²³ *Ibid.*, p. 208

- d. It uses action verbs. Example: The queen ant *lays* the eggs.
- e. It uses adjectives and compound adjectives. Example: He has a *cool* hairstyle.
- f. It uses adverbs. Example: He could think *clearly*.²⁴

c. Recount Text

Recount text is a piece of text that retells past events, usually in the order in which they occurred. The social function of recount text is to retell events for the purpose of informing or entertaining.²⁵ It tells the readers about the past events or past experiences of the writers.

The structure that constructs this text is:

- a. Orientation. It provides the setting and introduces participants (who, when, where).
- b. Sequence of Events. It tells what happened in time sequences.
- c. Re-orientation (optional)

It is closure the events or summary of the events.²⁶

The language features of recount text are:

- a. It focuses on specific participants. Example: *I* went to Jakarta with my family.
- b. It is written in past tense. Example: We *visited* our relatives there.
- c. It focuses on temporal connectives. Example: We *then* looked at some games

²⁴ Peter Knapp & Megan Watkins, *Genre, Text, Grammar: Technologies for Teaching and Assessing Writing*, (Sydney: University of New South Wales Press, 2005), pp. 98-99

²⁵ Linda Gerot and Peter Wignell, *Making Sense of Functional Grammar*, (Sydney: Gerd Stabler, 1995), p. 194

²⁶ *Ibid.*, p. 194

and equipment.

- d. It uses circumstances of time and place.²⁷ Example: *In the first day*, my uncle took me to *Taman Mini Indonesia Indah*.
- e. It uses action verbs and mental verbs.²⁸ For example: My family and I *went* to Jakarta to visit our grandma.

d. Report Text

Report text is a text that reports information about a subject. It describes an entire class of things, whether natural or made: mammals, the planets, rocks, plants, and computers, countries of the region, transport, and so on. The social function of this text is to describe the way things are, with reference to a range of natural, man-made and social phenomena in our environment.²⁹ It describes facts about the subjects.

The structure that constructs this text is:

- a. General Classification. It tells what the phenomenon under discussion is.
- b. Description. It tells what the phenomenon under discussion is like in term of parts (and their function), qualities, habits or behaviours (if living) and uses (if non-natural).³⁰

The language features of report text are:

- a. It focuses on describing generic participants. Example: *Whales*

²⁷ *Ibid.*, p. 194

²⁸ Linda Gerot and Peter Wignell, *Op. Cit.*, p. 221

²⁹ *Ibid.*, p. 196

³⁰ *Ibid.*, p. 196

- b. It uses present tense. Example: Whales *breathe* air but can not survive on land.
- c. Relational processes are used. Example: Some species *are* very large.
- d. It has no temporal sequences.³¹
- e. Action verbs are used. Example: The queen ant *lays* the eggs.
- f. Adjectives and compound adjectives are used. Example: The skin is *smooth*.
- g. Adverbs are used. Example: He could think *clearly*.³²

e. Narrative Text

A popular genre that commonly entertains readers and has power to change social opinion and attitudes is narrative.³³ It means readers can find the narrative text in such science fiction book, historical fiction, and fairytales that use narrative to raise topical social issue and present their complexities. The social function of this text is to amuse, entertain and deal with actual or vicarious experience in different ways: Narratives deal with problematic events which lead to a crisis or turning point of some kind, which in turn finds a resolution.³⁴

The structure that constructs this text is:

- a. Orientation. It is sets of the scene and introduces the participants.
- b. Complication. In this part, a crisis arises.
- c. Resolution. In this part, the crisis is resolved for better or worse.

³¹ *Ibid.*, p. 196

³² Peter Knapp & Megan Watkins, *Loc. Cit.*, pp. 98-99

³³ *Ibid.*, pp. 220-221

³⁴ Linda Gerot and Peter Wignell, *Loc. Cit.*, p. 204

- d. Re-orientation. It is an optional closure of event.³⁵

The language features of narrative text are:

- a. It focuses on specific and usually individualised participants. Example: Snow White, Beauty and the Beast, Cinderella.
- b. It uses behavioural and verbal processes. Example: Then Snow White *woke up*. The dwarfs *said*, ‘What is your name?’
- c. It focuses on temporal conjunctions and temporal circumstances.³⁶ Example: *The next morning* she ran away into the woods.
- d. It is written in past tense unless quoting direct speech. For example: ‘You *should go on a diet*’, *said* Clarabelle.
- e. It often uses rhythm and repetition. Example: *Riding. Riding.* The boy went *riding* across the jungle.
- f. It plays with sentence structure. Often sentences comprising one word or a short phrase are used to create poignant effects.³⁷ For example: *Anger, Silence. As the vengeful brother prowls the streets.*

f. Explanation Text

Explanation is a fundamental language function for understanding the world and how it operates. Explanation tells how and why things occur in scientific and technical fields. Explanation is used across the curriculum, however, it tends to be predominant as written texts in science, technology and social science subjects.³⁸ The social function

³⁵ *Ibid.*, p. 204

³⁶ *Ibid.*, pp. 204-205

³⁷ Peter Knapp & Megan Watkins, *Loc. Cit.*, p. 222

³⁸ *Ibid.*, p. 126

of explanation text is to explain the processes involved in the formation or workings of natural or sociocultural phenomena.³⁹

The structure that constructs this text is:

- a. General statement to position the reader.
- b. Sequenced explanation of why or how something occurs.

The language features of explanation text are:

- a. It focuses on generic and non-human participants. Example: *Life-Cycle of Bees*
- b. It uses verbs in the present tense unless, the class of things no longer exists.
Example: The vocal cords *cause* the air stream to vibrate.
- c. It uses action verbs. Example: The vocal cords *open* and *close* rapidly.
- d. It uses temporal and causal circumstances and conjunctios. Example: *During speech*, we continually alter the shape of the vocaal tract by moving the tongue and lips, etc.
- e. It will sometimes make use of modality. Example: The air stream *must* vibrate rapidly.
- f. Pronominal reference is also an important feature of explanation.⁴⁰ Example:
When the Earth orbits around the sun, *it* is tilted on an axis.

g. Discussion Text

Discussion is used to look at more than one side of an issue. Discussion allows us

³⁹ Linda Gerot and Peter Wignell, *Loc. Cit.*, p. 212

⁴⁰ Peter Knapp & Megan Watkins, *Loc. Cit.*, pp. 127-128

to explore various perspectives before coming to an informed decision. The social function of this text is to present (at least) two points of view about an issue.⁴¹

The structure that constructs this text is:

- a. Issue. It contains statement and preview of the issue.
- b. Arguments for and against. This part presents different points of view. It contains point and elaboration.
- c. Recommendations or conclusion.⁴² A conclusion must be arrived at based on the evidence presented.

The language features of discussion text are:

- a. It focuses on generic human and generic non-human participants. Example: *Gene Splicing, Junk Food, Full Day School.*
- b. It uses mental verbs when expressing opinions. Example: I *think* we should protect our environment.
- c. Connectives are used to maintain logical relations and to link points. Example: They die *because* the oil stops them from breathing.
- d. Modality is used in arguing to position the writer and reader. It can be expressed in a number of ways.⁴³ Example: You *should* put rubbish in the bin.

⁴¹ Linda Gerot and Peter Wignell, *Loc. Cit.*, p. 214

⁴² *Ibid.*, p. 214

⁴³ Peter Knapp & Megan Watkins, *Loc. Cit.*, pp. 188-189

h. Analytical Exposition Text

Exposition is used to argue a case for or against a particular position or point of view. The social function of this text is to persuade the reader or listener that something is the case. The structure that constructs this text is:

- a. Thesis. It contains position and preview. The writer introduces topic and indicates writer's opinion. The writer also outlines the main arguments to be presented.
- b. Argument. It contains point and elaboration. The writer restates main argument outlined in preview and develops and supports each point/argument. In the elaboration the argument is supported by evidence.
- c. Reiteration. It restates writer's position more forcefully.⁴⁴

The language features of analytical exposition text are:

- a. It focuses on generic human and non-human participants. Example: *Three Levels of Government, Transporting Oil, and School*.
- b. It uses mental verbs. Example: *I think* we should protect our environment.
- c. It uses connectives. Example: *Therefore* we should change the Australian flag.
- d. Modality is used.⁴⁵ Example: I think they *could* sing well.

i. News Item

News Item is the text that contains information or facts about events. The social function of this text is to inform readers, listeners or viewers about events of the

⁴⁴ Linda Gerot and Peter Wignell, *Loc. Cit.*, pp. 197-198

⁴⁵ Peter Knapp & Megan Watkins, *Loc. Cit.*, pp. 188-189

day which are considered newsworthy or important.⁴⁶ The structure that constructs this text is:

- a. Newsworthy event. It recounts the event in summary form.
- b. Background of event. It elaborates what happened, to whom, and in what circumstances.
- c. Sources. They are comments by participants in witnesses and authorities expert on the event.⁴⁷

The language features of news item are:

- a. There is short, telegraphic information about story captioned in headline. Headline is the sort of ‘title’ above newspaper articles. Example: *Town ‘Contaminated’*
- b. It uses action verbs. Example: Twenty-one people were *killed* in the accident.
- c. It uses verbal processes or saying verbs in sources. Example: “Marsono *said* he then ordered prison warden, Sugiharyatmo to ban the actress from visiting Tom.
- d. It focuses on circumstances.⁴⁸ Example: The accident, which occurred *13 months before the Chernobyl disaster*, spread radioactive fall-out *over the base and nearby town*.

⁴⁶ *Op. Cit.*, p. 200

⁴⁷ *Ibid.*, p. 200

⁴⁸ *Ibid.*, pp. 200-201

j. Anecdote Text

Anecdote is used to share with others an account of an unusual or amusing incident. The structure that constructs this text is:

- a. Abstract. It signals the retelling of an unusual incident.
- b. Orientation. It sets the scene.
- c. Crisis. It provides details of the unusual incident
- d. Reaction. It is the reaction to crises.
- e. Coda (optional). It is reflection on or evaluation of the incident.

The language features of this text are:

- a. It uses exclamations, rhetorical questions and intensifiers (really, very, quite, etc.) to point up the significant of the events.
- b. It uses action verbs to tell what happened.
- c. It uses temporal conjunction.⁴⁹

k. Reviews

Reviews are used to critique an art work, event for public audience. Such works of art include movies, TV shows, books, plays, operas, recordings, exhibitions, concerts and ballets.⁵⁰ The structure that constructs this text is:

- a. Orientation. It places the work in its general and particular context.
- b. Interpretive recount. It summaries the plot and/or provides an account of how the reviewed rendition of the work came into being. (Optional, but if present, often recursive)

⁴⁹ *Ibid.*, p. 202

⁵⁰ Peter Knapp & Megan Watkins, *Loc. Cit.*, p. 217

- c. Evaluation. It provides an evaluation of the work and/or its performance or production. (Usually recursive)
- d. Evaluative summation. It provides a kind of punchline which sums up the reviewer's opinion of the art event as a whole (optional).

The language features of review are:

- a. It focuses on particular participants. Example: *Habibi and Ainun Novel*
- b. Direct expression of opinion through use of attitudinal lexis.
- c. It uses of elaborating and extending clause and group complexes to package the information.⁵¹

I. Spoof

Spoof is like a recount, but the ending is usually funny. The social function of this text is to retell an event with a humorous twist. The structure that constructs this text is:

- a. Orientation. It provides sets of the scene.
- b. Event(s). It tells what happened.
- c. Twist. It provides the 'punchline'.

The language features of review are:

- a. It focuses on individual participants. For example: *The Policeman*
- b. It uses action verbs. For example: The policeman was rather surprised and *walked up* to the man.

⁵¹ Linda Gerot and Peter Wignell, *Op. Cit.*, p. 218

- c. It uses circumstances of time and place. For example: *Today*, I'm taking him *to the movies*.
- d. It uses past tense. For example: He *took* him to a policeman.

B. Reading

1. Definition of Reading

Reading is one of language skills that should be developed. It is really important to be taught because by reading, a student can get a lot of information from any written text such as book, magazine, newspaper, or something else. Reading is also important for students in their daily activities such as reading the instruction, direction, or advertisement. As students, they are expected to read the text related to their academic context to fulfill their tasks.

Some linguists define reading to many definitions. As stated by Andrew that reading is the practice of using text to create meaning.⁵² Consequently, reading is doing something regularly related to the text to get the meaning. Similarly, Cline defines reading is the process of deriving meaning from text.⁵³ Therefore, reading is the process of getting meaning from the texts. In addition to Andrew and Cline, Urquhart and Weir explains that reading is the process of receiving and interpreting information encoded in language form via the medium of print.⁵⁴ It

⁵² Andrew P. Johnson, *Teaching Reading and Writing: A Guidebook For Tutoring and Remediating Students*, (New York: The Rowman & Littlefield Publishing Group, 2008), p. 3

⁵³ Cline, F., Johnstone, C., & King, T, *Focus group reactions to three definitions of reading (as originally developed in support of NARAP goal 1)*, Minneapolis, MN: National Accessible Reading Assessment Projects, 2006, p. 2

⁵⁴ William Grabe, *Reading In A Second Language: Moving from Theory to Practice*, (New York: Cambridge University Press, 2009), p. 14

means that reading is the process of getting kinds of information. We can get the information from textbooks, newspapers, magazines, and novels.

Michigan Department of Education in Dutcher's paper defines reading is the process of constructing meaning through the dynamic interaction among the reader's existing knowledge, the information suggested by the written language, and the context of the reading situation.⁵⁵ This definition is same as what Hunt says in Julian Hermida's paper, that reading is a process shaped partly by the text, partly by the reader's background, and partly by the situation the reading occurs in.⁵⁶ It can be said that reading is an interactive and complex activity in understanding written text to build up the meaning. In reading, the readers should use their background knowledge. It means the reader bring their knowledge, emotion, experience, and culture to what they read.

From the definitions above, it can be concluded that reading is the process of constructing meaning to understand the text in the way to get kinds of information from the written texts. The written texts are such as textbooks, newspapers, magazines, and novels. The written texts can be either printed or unprinted forms.

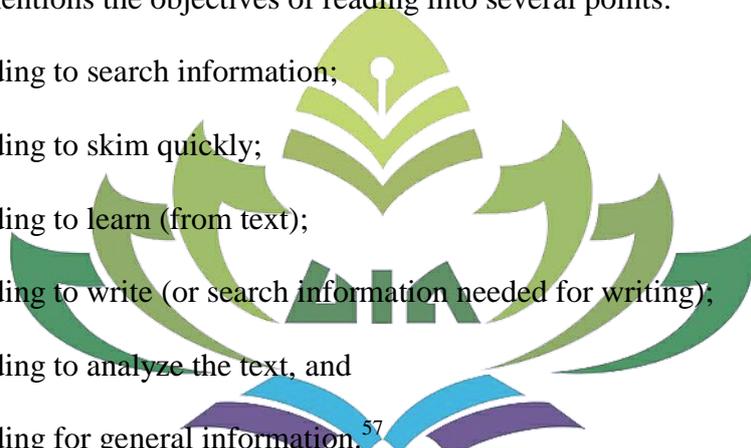
⁵⁵ Peggy Dutcher, *Authentic reading assessment: Practical Assessment, Research & Evaluation*, Volume 2(6), November 1990, p. 1. Available online: <http://PAREonline.net/getvn.asp?v=2&n=6>

⁵⁶ Julian Hermida, The Importance of Teaching Academic Reading Skills in First-Year University Courses, *The International Journal of Research and Review*, Volume 3, September 2009, p. 23

2. Purpose of Reading

A readers' purpose determines the way in which he treats a passage and which comprehension skills he uses. If a reader wishes to get a general idea of text content, he will pay less attention to the detail of the text and he may read in very different ways than if he is studying a text in order to identify key information. Thus, it becomes inevitable to say that the reason he is reading a text will influence the way he reads it.

Grabe mentions the objectives of reading into several points:

- a. Reading to search information;
 - b. Reading to skim quickly;
 - c. Reading to learn (from text);
 - d. Reading to write (or search information needed for writing);
 - e. Reading to analyze the text, and
 - f. Reading for general information.⁵⁷
- 

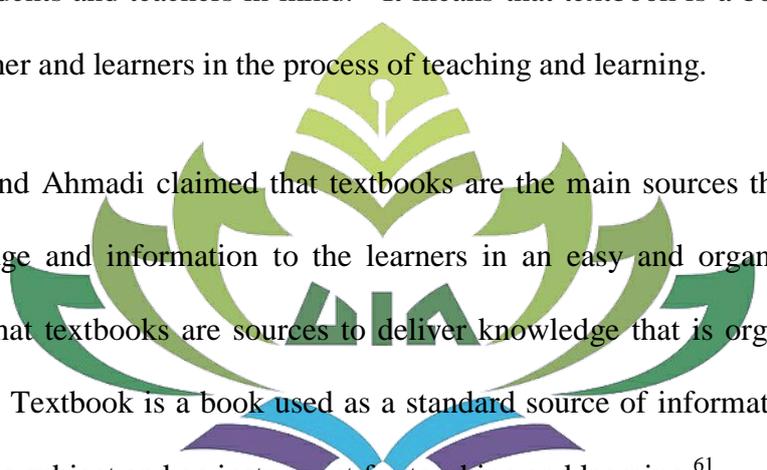
Based on the objectives above, the researcher concludes that there are a lot of purposes of reading that will influence the skills required. It is not surprised if reading is one of the important skills in learning foreign language.

⁵⁷ William Grabe, *Reading In A Second Language: Moving From Theory To Practice*, (New York: Cambridge University Press, 2009), pp. 7-10

C. Textbook

1. Definition of Textbook

In Indonesia, the primary learning material is textbook. Reed et al says that the single most used instructional media in the classroom is textbook.⁵⁸ The textbook is as a part of curriculum that is utilized by the teacher as the teachers' guide, workbook, and other instructional material. According to Pope in Karen Bargate's paper, a textbook is a book for teaching and learning and it's written primarily with students and teachers in mind.⁵⁹ It means that textbook is a book written for the teacher and learners in the process of teaching and learning.



Ahour and Ahmadi claimed that textbooks are the main sources that convey the knowledge and information to the learners in an easy and organized way.⁶⁰ It means that textbooks are sources to deliver knowledge that is organized for the learners. Textbook is a book used as a standard source of information for formal study of a subject and an instrument for teaching and learning.⁶¹

From the definition above about textbook, the researcher concludes that a textbook consists of materials that will be taught by the teacher to student which is based on the student's needs. It is also an aid to achieve aims and objectives in

⁵⁸ Arthea J. S. Reed, *et al.*, *In the Classroom: An Introduction to Education*, Third Edition, (New York: McGraw-hill Companies, 1998), p. 256

⁵⁹ Karen Bargate, *Criteria Considered by Accounting Faculty When Selecting and Prescribing Textbook- A South African Study*, *International Journal of Humanities and Social Sciences* Vol. 2 No.7, April 2017, p. 114

⁶⁰ Ghasem Tayyebi & Negin Karami, *The Efficiency of Interchange VS. Top Notch English Textbooks in The EFL Context of Iran*, *International Journal of Modern Management and Foresight* Vol. 2 Issue 1, June 2015, p. 59-64

⁶¹ Kathleen Graves, *Designing Language Courses: A Guide For Teachers*, (Boston: Heinle & Heinle Publisher, 2000), p. 175

teaching and learning process.

2. Advantages of Textbook

Textbook has a lot of advantages that we can get from using it. According to Graves, the advantages of using textbook are:

1. It provides a syllabus for the course because the authors of the syllabus have made decisions about what will be learned and in what order.
2. It provides security for the students because they have a kind of a road map of the course: they know what to expect and they know what is expected from them.
3. It provides a set of visuals, activities, readings, etc., and so saves the teacher time in finding or developing such materials.
4. It provides teachers with a basis for assessing students' learning. Some textbooks include tests or evaluation tools.
5. It may include supporting materials (teacher's guide, cd, worksheets, and video.)
6. It provides consistency within a program across a given level, if all teachers use the same textbook. If textbooks follow a sequence, as within a series, it provides consistency between levels.⁶²

From the explanations mentioned above, it can be said that textbook helps the teacher in giving materials needed by the students because it provides a set of visuals, activities and readings. It also provides test to measure the students

⁶² *Ibid.*, p. 174

understanding.

3. Disadvantage of Textbook

Besides the advantages mentioned above, textbook also has some disadvantages.

Jack C. Richard also mentions the negative effects or the disadvantages of textbook. They are:

- a. Textbook may contain inauthentic language
- b. Textbook may distort contain
- c. Textbook may not reflect students' needs
- d. Textbook can deskill teachers
- e. Textbook is expensive.⁶³

In order to reduce the disadvantages of the textbook, the teachers have to be creative and understand about the text that is appropriate for students' level. Actually, the main role in the teaching and learning process in the class is not only a textbook but also the teacher. Therefore, teachers have to be innovative when they find that the textbook is not appropriate for their students.

4. The Roles of Textbook in ELT

According to Ravitch and Valverde et al. in Lisa Okeeffe's paper, textbooks are vitally important, they play a significant role in shaping teachers', students' and families' views of school subjects.⁶⁴ Horsley and Laws claim that notion of

⁶³ Jack C. Richards, *Curriculum Development in Language Teaching*, (New York: Cambridge University Press, 2001), pp. 255 – 256.

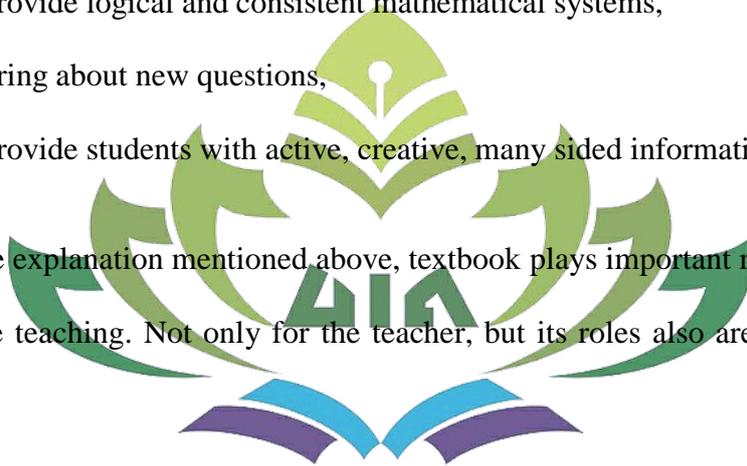
⁶⁴ Lisa Okeeffe, A Framework of Textbook Analysis, *Int. Rev. Cont. Lear. Res.* 2, No. 1, 1-13 (2013), p. 2

teachers not using textbooks effectively cannot be correct if there are good textbooks in place. It means that textbook plays an important role.⁶⁵

The role of the textbook varies greatly from classroom to classroom and teacher to teacher, however Gelfman, Podstrigich, and Losinskaya in Lisa Okeeffe's paper, provide a basic outline for the intermediary role of the textbook:

- a. To teach and encourage students to construct new knowledge,
- b. To balance detail and precision of information,
- c. To provide logical and consistent mathematical systems,
- d. To bring about new questions,
- e. To provide students with active, creative, many sided information.⁶⁶

From the explanation mentioned above, textbook plays important roles in English language teaching. Not only for the teacher, but its roles also are important for students.



5. Talk Active English Textbook

Talk Active is a series of textbooks for Senior High School students that has been developed based on 2013 curriculum. It is published by Yudhistira, one of famous publisher of learning textbook. It is available for tenth, eleventh, and twelfth grade. The researcher will use the book for the eleventh grade. This book is written by Lanny Kurniawan, S.Pd., M.Si. The contributing author of this book is Kenneth W. Ament, BS.Che. The editor of this book is Rasti Setya Anggraeni,

⁶⁵ *Ibid.*, p. 2

⁶⁶ *Ibid.*, p. 2

S.S. Donie Depp is a layouter and Dede Sudiana is a cover designer of this book. Talk Active English for Senior High School Eleventh Grade is the third edition and published on February 2017 which has ISBN 978-602-299-730-6. There are nine units in this book, which cover the skills of listening, speaking, reading, and writing, and are related to real life situations. It contains seventy four texts with two hundreds and eight pages.

D. Curriculum 2013

1. Understanding of Curriculum 2013

Law Number 20 Year 2003 regarding National Education System mentions that the curriculum is a set plans and arrangements concerning objectives, content, and learning materials as well as how it is used as implementation guidelines learning activities to achieve specific educational goals.⁶⁷ Based on this understanding, there are two dimensions of the curriculum, which are the first is the plan and the arrangement regarding the purpose, content, and lesson material, while the second is the way that used for learning activities.

The 2013 curriculum is designed by the following characteristics:

- a. Developing a balance between the development of spiritual and social attitudes, curiosity, creativity, cooperation with intellectual and psychomotor abilities;
- b. Schools are part of the community that provides a planned learning experience

⁶⁷ *Peraturan Menteri Pendidikan Dan Kebudayaan No. 69 Tahun 2013 Tentang Kerangka Dasar Dan Struktur Kurikulum Sekolah Menengah Atas/Madrasah Aliyah*, p. 1 (Available on <http://bsnpindonesia.org/2013/06/20/permendikbud-tentang-kurikulum-tahun-2013/>)

where learners apply what is learned in school to community and utilize community as a learning resource;

- c. Developing attitudes, knowledge, and skills as well apply them in school and community situations;
- d. Allow sufficient time to develop attitudes, knowledge, and skills;
- e. Competence expressed in the form of core competencies of that class further detailed in the basic competencies of the lesson;
- f. Class core competence becomes the organizing elements of basic competence, where all basic competencies and learning processes are developed to achieve competencies expressed in core competencies;
- g. Basic competencies are developed based on accumulative principles, reinforced and enriched among education and educational level (horizontal and vertical organizations).

The 2013 curriculum aims to prepare Indonesians in order to have the ability to live as individuals and citizens who are faithful, productive, creative, innovative, and affective and capable contribute to the life of society, nation, state, and world civilization.

Regulation of Culture and Education Ministry Nu. 59, section 1 point 2: the 2013 curriculum Senior High School / Madrasah Aliyah as referred in verse (1) consists of:

- a. Fundamental framework of curriculum;
- b. Curriculum structure;
- c. Syllabus; and

d. Guidelines Subjects.⁶⁸

In short, syllabus is one of important of the arrangements in 2013 Curriculum.

2. Structure of 2013 Curriculum

a. Core Competencies

The core competencies are designed along with the increasing age of the students in a particular class. Through core competence, vertical integration various basic competencies in different classes can be maintained. The core competencies in the 2013 curriculum represent the level of ability to achieve the graduate competency standards that a learner must perform at each grade level.⁶⁹ The core competency formula uses the following notation:

1. Core Competence-1 (KI-1) for the core competencies of spiritual attitudes;
2. Core Competence (KI-2) for the core competencies of social attitudes;
3. Core Competencies (KI-3) for core knowledge competencies; and
4. Core Competence-4 (KI-4) for core competency skills.⁷⁰

b. Subjects

To accommodate the concept of equal load between Senior High School and Vocational High School, the curriculum structure developed consists of General Subject Group and Selected Subject.

c. Learning Expenses

⁶⁸ *Peraturan Menteri Pendidikan Dan Kebudayaan Republik Indonesia Nomor 59 Tahun 2014 Tentang Kurikulum 2013 Sekolah Menengah Atas /Madrasah Aliyah, p. 2*

⁶⁹ *Peraturan Menteri Pendidikan Dan Kebudayaan Republik Indonesia Nomor 24 Tahun 2016, Bab II Pasal 2, p. 3*

⁷⁰ *Loc. Cit., <http://bsnp-indonesia.org>, p. 3*

The learning load is the whole activity that the learner should follow in one week, one semester, and one year of learning.

1. The burden of studying in High School is expressed in hours of learning per week.
 - a. The one-week study load Class X is 42 learning hours.
 - b. The one-week study load of Class XI and XII is 44 learning hours. The duration of each learning hour is 45 minutes.
2. Study load in Class X, XI, and XII in a semester of at least 18 weeks and at most 20 weeks.
3. Loads of study in class XII in odd semester for at least 18 weeks and at most 20 weeks.
4. Loads of study in class XII in the even semester of at least 14 weeks and at most 16 weeks.
5. Loads of study in a lesson year of at least 36 weeks and at most 40 weeks.

Each educational unit may add hours of study per week based on consideration of learners' learning needs and / or academic, social, cultural, and other important needs.⁷¹

d. Basic competencies

Basic competencies are formulated to achieve core competencies. The basic competency formulation is developed by taking into account the characteristics of learners, initial skills, and the characteristics of a lesson. Basic competencies are divided into four groups according to the grouping of core competencies as

⁷¹ *Ibid.*, p. 14

follows:

1. group 1: basic competence group of spiritual attitude in order to describe KI-1;
2. group 2: basic competence group of social attitudes in order to describe KI-2;
3. group 3: basic knowledge competence group in order to describe KI-3; and
4. group 4: skill base skills group in order to describe KI-4.⁷²

E. Syllabus

1. Understanding of syllabus

A syllabus is a document which says what will (or at least what should) be learnt.⁷³ It means that syllabus is a set of paper with written information that contains instructions of what to be taught. Syllabus refers to the content of what is to be taught and the knowledge, skills and attitudes which are to be deliberately fostered; together with stage specific objectives.⁷⁴ Syllabus is fulfilled of knowledge, skills, methods, attitude to support education objective. Syllabus is, thus, part of a given curriculum and plays a major role in realizing the curriculum of a particular education program.⁷⁵ It means that syllabus is sub part in curriculum that concerns about lesson planning in a major of education.

⁷² *Ibid.*, p.15

⁷³ Tom Hutchinson and Alan Waters, *English for Specific Purpose: A Learning-Centered approach*, (Cambridge: Cambridge University Press, 1991), p. 80

⁷⁴ Paper National Focus Group, *Curriculum, Syllabus And Textbooks*, ISBN 81-7450-494-X. New Delhi: Publication Department By The Secretary, National Council Of Educational Research And Training, 2006, P. Vi

⁷⁵ Birhanu Simegn Chanie, *Conceptions About Language Syllabus And Textbook Based Instructions: TEFL Graduate Students In Focus*, Online Journal Of Education Research ISSN 2277-0860; Vol. 2, Issue 4, 2013, Pp. 66-67

2. Syllabus of 2013 Curriculum

Syllabus in the 2013 curriculum is to develop student's core competences for character values that are attached in science and technology by Exploring English without adequately equipping students with skills and components.⁷⁶ It means language learning in syllabus is to develop character values. Based on the ministry of education and culture in Indonesia, a syllabus of 2013 curriculum consists of:

- a. Subject identity (SMA/ MA/ SMK/ MAK)
- b. Class (X/ XI/ XII)
- c. Time allocation
- d. Core competences. It is category about competence of spiritual attitudes, social attitudes. Knowledge and skills must be learned for level school, class and subject.

Spiritual Attitudes and Social Attitudes Competencies are achieved through indirect teaching in learning Competence in Knowledge and Skills Competencies through example, habituation, and school culture by taking into account the characteristics of subjects and the needs and conditions of students. Growth and development of competencies Attitudes are carried out throughout the learning process and can be used as a consideration for teachers in developing students' character further.

⁷⁶ Subandi, *Indonesian Curriculum Development: Meaning-Based Curriculum And Competency-Based Curriculum In The Context Of Teaching English Subject*, The Second International Conference On Education And Language (2nd Icel), ISSN 2303-1417, 2014, P.II-200

e. Basic competencies

Basic competencies are formulated to achieve core competencies. The basic competency formulation is developed by taking into account the characteristics of learners, initial skills, and the characteristics of a lesson.

Table 1
Core Competences and Basic Competences of Syllabus 2013 Curriculum
for the Eleventh Grade of Senior High School

CORE COMPETENCE 3 (KNOWLEDGE)	CORE COMPETENCE 4 (SKILLS)
3 Understanding, applying, and analyzing factual, conceptual, procedural, and meta cognitive knowledge based on his curiosity about science, technology, art, culture and humanities with the insights of humanity, nationality, state and civilization on the causes of phenomena and events, and applying knowledge procedural in the field of specific studies in accordance with his talents and interests to solve problems	4 cultivating and reasoning in the realm of concrete and abstract realms related to the development of the self-study in schools independently, acting effectively and creatively, and capable of using methods according to scientific rules
BASIC COMPETENCIES	BASIC COMPETENCIES
3.1 Implementing social functions, text structures, and linguistic elements of transactional oral and written transactional interactions involving giving and soliciting information regarding suggestions and bids, in the context of their use. (Note the language element should, can)	4.1 compiling transactions text, oral and written, short and simple text, involving giving and soliciting information regarding suggestions and bids, taking into account the correct and contextual function of the social, text structure and linguistic elements
3.2 Implementing social functions, textual structures, and linguistic elements of transactional oral transactional interactions involving giving and soliciting information	4.2 composing transactions text, oral and written text, short and simple, which involves giving and soliciting information regarding opinions and thoughts, taking into account the

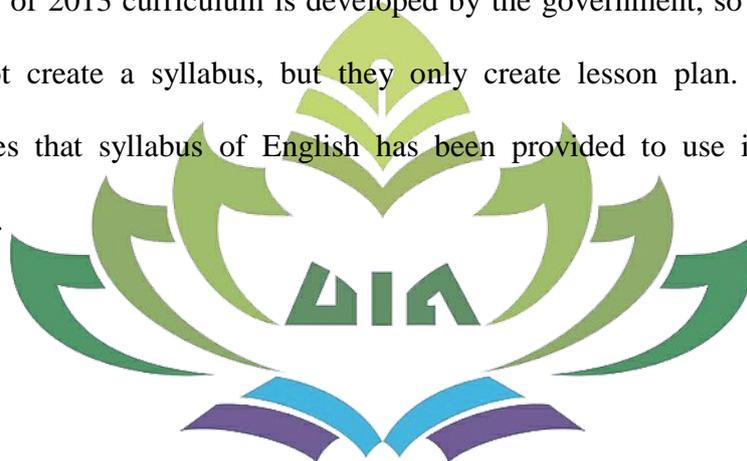
<p>regarding opinions and thoughts, in the context of their use. (Note the linguistic element I think, I suppose, in my opinion)</p>	<p>correct and contextual function of the social, textual structure, and linguistic elements</p>
<p>3.3 distinguishing social functions, text structures, and linguistic elements of some special texts in the form of official invitations by giving and soliciting information related to school / work activities in the context of their use</p>	<p>4.3 the official invitation text</p> <p>4.3.1 capturing contextually meaning related to social function, text structure, and linguistic element of special text in the form of official oral and written invitation, related to school / work activity</p> <p>4.3.2 drawing up special texts in the form of official oral and written invitations, in relation to school / work activities, taking into account the social function, text structure, and linguistic elements, correctly and contextually</p>
<p>3.4 distinguishing social functions, text structures, and linguistic elements of some oral and written analytical exposition texts by giving and soliciting information on actual issues, in the context of their use</p>	<p>4.4 an analytical exposition text</p> <p>4.4.1 capturing contextually meaning related to social function, text structure, and linguistic elements of oral and written analytical exposition text, related to actual issues</p> <p>4.4.2 compiling a written analytical exposition text, in relation to actual issues, taking into account the social function, text structure, and linguistic elements, correctly and contextually</p>
<p>3.5 Implementing social functions, textual structures, and linguistic elements of transactions between oral and written transactions involving the act of giving and soliciting information relating to</p>	<p>4.5 composing transactions of oral and written transactional interactions involving the act of giving and soliciting information relating to circumstances / actions / activities / events without mentioning the</p>

<p>circumstances / actions / activities / events without mentioning the perpetrators in the scientific texts, in the context of their use. (Note the linguistic element of passive voice)</p>	<p>perpetrators in the scientific texts, taking into account the correct and contextual function of the social, textual structure and linguistic elements</p>
<p>3.6 distinguishing social functions, text structures, and linguistic elements of some special texts in the form of personal letters by giving and receiving information regarding the activities of oneself and those around him, according to the context of their use</p>	<p>4.6 private text 4.6.1 capturing contextually meaning related to social function, text structure, and linguistic element of special text in the form of personal letter related to self activity and people surrounding 4.6.2 compiling special texts in the form of personal letters concerning the activities of oneself and those around him, orally and in writing, taking into account the social functions, the structure of the text, and the linguistic elements, correctly and contextually</p>
<p>3.7 implementing social functions, textual structures, and linguistic elements of transactional oral transactional interactions involving giving and soliciting information on causal relationships, in accordance with the context of their use. (Note the linguistic element beca use of ..., due to ..., thanks to ...)</p>	<p>4.7 composing transactions of oral and written transactional interactions involving giving and soliciting information on causality, taking into account the correct and contextual function of social, text structure, and linguistic elements</p>
<p>3.8 distinguishing social functions, text structures, and linguistic elements of some oral and written explanation texts by giving and soliciting information related to natural or social phenomena covered in other subjects in class XI, according to the context of their use</p>	<p>4.8 capturing contextual meaning related to social function, text structure, and linguistic elements of oral and written explanation text, related to natural or social phenomena covered in other subjects in class XI</p>
<p>3.9 interpreting the social function and</p>	<p>4.9 capturing meaning contextually</p>

linguistic elements of song related to the life of adolescent high school / MA / SMK / MAK	related to social function and element of linguistic song lyrics related to high school / MA / SMK / MAK life
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- f. Learning materials are concept and procedure which is relevant to the indicators competence.
- g. Learning Activities are activity carried out by educators and school tuition to reach an expected competence.

Syllabus of 2013 curriculum is developed by the government, so that the teacher must not create a syllabus, but they only create lesson plan. The researcher concludes that syllabus of English has been provided to use in teaching and learning.



CHAPTER III RESEARCH METHODOLOGY

A. Research Design

In conducting this research, the researcher used descriptive qualitative research. Qualitative research focuses on understanding social phenomena from the perspective of the human participants in natural settings.¹ There are many different types of qualitative research. The researcher used document or content analysis. Content or document analysis is a research method applied to written or visual materials for the purpose of identifying specified characteristics of the material.² Content analysis focuses on analyzing and interpreting recorded material to learn about human behavior.³ 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.

In this research, the researcher chose reading texts in textbook entitled “Talk Active” as the document that will be analyzed. The researcher used document analysis because it focused on analyzing and interpreting the materials in the textbook. This research analyzed the reading texts in Talk Active English textbook and found the genre available in the book whether they were suitable with the syllabus points of 2013 Curriculum or not.

¹ Donald Ary, et. al., *Introduction to Research in Education (8th Edition)*, Canada: Wadsworth Cengage Learning, 2010, p. 22

² *Ibid.*, p. 457

³ *Ibid.*, p. 29

B. Data and Data Source

In this research, the data to be analyzed was the reading texts found in Talk Active English Textbook for eleventh grade of Senior High School in unit one until unit nine. The data source of this research was “Talk Active” English Textbook for eleventh grade of Senior High School. This textbook was published by Yudhistira, one of famous publisher of learning textbook. It was published on February 2017 which had ISBN 978-602-299-730-6. The curriculum used in this book was 2013 Curriculum.

C. Technique Data Collection

The most common data collection methods used in qualitative research are observation, interviewing, and document or artifact analysis.⁴ In this research, the researcher used document analysis. Document analysis is a systematic procedure for reviewing or evaluating documents both printed and electronic (computer-based and Internet-transmitted) material.⁵ Furthermore, document analysis can be of written or text-based artifacts (textbooks, novels, journals, meeting minutes, logs, announcements, policy statements, newspapers, transcripts, birth certificates, marriage records, budgets, letters, e-mail messages, etc.) or of non written records (photographs, audiotapes, videotapes, computer images, websites, musical performances, televised political speeches, You Tube videos, virtual world settings, etc.).⁶ In addition, Corbin and Strauss state that document analysis

⁴ *Ibid.*, p. 431

⁵ Glenn A. Bowen, Document Analysis as a Qualitative Research Method, *Qualitative Research Journal*, vol. 9, no. 2, 2009, DOI 10.3316/QRJ0902027, p. 27

⁶ *Loc. Cit.*, Donald Ary, et. al , p. 441

requires data to be examined and interpreted in order to elicit meaning, gain understanding, and develop empirical knowledge.⁷ Therefore, the researcher decided Talk Active English Textbook for Eleventh Grade of Senior High School published by Yudhistira as document in collecting the data.

D. Research Instrument

The researcher used five instruments. The first instrument was table of reading text types in the textbook. It was used to find genre available in the textbook. The second instrument was table of social function of genre. It was used to find social function of the texts in the textbook. The third instrument was table of generic structure of genre. It was used to find generic structure of the texts in the textbook. The fourth instrument was table of language features of genre. It was used to find language features of the texts in the textbook. The fifth instrument was syllabus point checklist. The researcher used syllabus point checklist of basic competence in the eleventh grade of Senior High School to find the appropriateness of the genre in the book with the genre in the syllabus. The researcher focused on the syllabus points of basic competence 3.4, 3.5, and 3.8 because they contained genre reading texts would be analyzed. In the other hand, the researcher eliminated basic competence 1.1-1.2 in this research because these basic competences were visible in learning process so it could not be measured in the textbook. Therefore, the researcher focused on basic competence 3.4, 3.5, and 3.8. Then, they were checked by using syllabus point checklist. A checklist is an instrument that helps practitioners in English Language Teaching (ELT) to evaluate language teaching

⁷ *Op. Cit.*, p. 27

materials, like textbook.⁸ It means that reading materials in textbook can be analyzed based on the criteria by using checklist as the instrument. The instruments can be shown as follows:

Table 2
Instrument Types of Reading Text in English Textbook Talk Active

Nu.	Title of Passages	Unit	Page	Types	Explanation

Table 3
Instrument Social function of Genre in the Textbook

Nu.	Genre of Text	Title of Passages	Unit	Page	Social Function of Linda Gerot and Peter Wignell Theory	Social Function of The Text in Textbook	Explanation

Table 4
Instrument Generic Structure of Genre in the Textbook

Nu.	Genre of Text	Title of Passages	Unit	Page	Generic Structure of Linda Gerot and Peter Wignell Theory	Generic Structure of The Text in Textbook	Explanation

⁸Jayakaran, *et. al.*, *Developing an English Language Textbook Evaluation Checklist. Contemporary Issues In Education Research – June Vol. 4, Number 6, 2011, p. 21*

Table 5
Instrument Language Features of Genre in the Textbook

Nu.	Genre of Text	Title of Passages	Unit	Page	Language Features of Linda Gerot and Peter Wignell Theory	Language Features of the Text in Textbook

Table 6
Instrument Syllabus Point Checklist of Basic Competence of Genre
In the Eleventh Grade of Senior High School Based on Syllabus of 2013
Curriculum

Nu. BC	Basic competence	Available (√/-)	Unit	Page	Passage/ Text	Explanation
3.4	Distinguishing social functions, text structures, and linguistic elements of some oral and written analytical exposition texts by giving and soliciting information on actual issues, in the context of their use					
3.5	Implementing social functions, textual structures, and linguistic elements of transactions between oral and written transactions involving the act of giving and soliciting information relating to circumstances / actions / activities / events without					

	mentioning the perpetrators in the scientific texts, in the context of their use. (Note the linguistic element of passive voice)					
3.8	Distinguishing social functions, text structures, and linguistic elements of some oral and written explanation texts by giving and soliciting information related to natural or social phenomena covered in other subjects in class XI, according to the context of their use					

E. Data Analysis

Data analysis is conducted to create understanding of the data and to enable the researcher presents the result of the research to the readers. According to Miles, Huberman and Saldana there are three major phrases of data analysis: data condensation, data display, and drawing and verifying conclusion.⁹ They were as follows:

⁹ Matthew B. Miles, A. Michael Huberman and Johnny Saldana, *Qualitative Data Analysis: A Methods Sourcebook*, Arizona: Sage Publications, 2014, p. 12 (Available on <https://uk.sagepub.com/en-gb/asi/qualitative-data-analysis/book239534#preview>)

1. Data Condensation

Data condensation refers to the process of selecting, focusing, simplifying, abstracting, and/or transforming the data that appear in the full corpus (body) of written-up field notes, interview transcripts, documents, and other empirical materials. By condensing, we're making data stronger.¹⁰ The data in this research were English texts in Talk Active English textbook for the Eleventh Grade of Senior High School. In this step, the researcher read the texts in the textbook and selected the texts belonged to genre. Then, the researcher analyzed the social function, generic structure and language features of the genre found.

2. Data Display

The second major flow of analysis activity is data display. Generically, a display is an organized, compressed assembly of information that allows conclusion drawing and action.¹¹ Data display facilitates conclusion drawing. It should be able to help you arrange and think about the data in new ways and assist you in identifying systematic patterns and interrelationships across themes and/or content.¹² The display can be a graphic, table/matrix, or textual display. In this research, the researcher used table of Syllabus Point Checklist. In this step, the researcher put the genre of reading texts available in the textbook into the table of Syllabus Point Checklist.

¹⁰ *Ibid.*, p. 12

¹¹ *Ibid*

¹² *Ibid*

3. Drawing and Verifying Conclusion

The last step of analyzing the data is drawing and verifying conclusion. Conclusion drawing involves stepping back to consider what the analyzed data mean and to assess their implication for the questions at hand. Conclusions are also verified as the analyst proceeds. Verification may be as brief as a fleeting second thought crossing the analyst's mind during writing, with a short excursion back to the field notes; or it may be thorough and elaborate, with lengthy argumentation and review among colleagues to develop "intersubjective consensus" or with extensive efforts to replicate a finding in another data set.¹³ In this step, the writer draw the conclusion and verify the answer of research question that had been done in displaying the data. Thus, the writer got the conclusion.

F. Trustworthiness of Data Analysis

In qualitative research, trustworthiness is become an important concept because it allows researchers to describe the virtues of qualitative terms outside of the parameters that are typically applied in quantitaive research.¹⁴ Qualitative inquires triangulate among different data sources to enhance the accuracy of a study. Triangulation is the process of corroborating evidence from different individuals (e.g., a principal and a student), types of data (e.g., observational field notes and

¹³*Ibid.*, p. 13

¹⁴ Lisa M. Given, *The Sage Encyclopedia of Qualitative Research Methods*, Los Angeles: Sage Publications Inc, 2008, P. 895

interviews), or methods of data collection (e.g., document and interviews) in descriptions and themes in qualitative research.¹⁵

According to Cohen and Manion in Setiyadi, there are several kinds of triangulation as follows:

1. Time Triangulation

- a. Cross-sectional triangulation is the data collection implemented in the same time to different groups but in the longitudinal, data collection carried out from the same group with different time..
- b. Longitudinal triangulation is the data collected from the same group at different times.

2. Place Triangulation

For more accurate data collection in order to be able to use different places for similar data.

3. Theory Triangulation

Researcher collects the data based on different theories.

4. Method Triangulation

Researcher use different methods for collecting similar data.

5. Researcher triangulation

Collect data for the same or similar, can be done by several researchers.¹⁶

¹⁵ John W. Creswell, *Educational Research*, New York: Pearson Educational, 2002, p. 259

In this research, the researcher used triangulation of theory. In triangulation of theory, data collection were collected based on different theory.



¹⁶ Ag. Bambang Setiyadi, *Metode Penelitian untuk Pengajaran Bahasa Asing- Pendekatan Kuantitatif dan Kualitatif Cetakan Pertama*, Yogyakarta: Graha Ilmu, 2006, p. 94.

CHAPTER IV RESULT AND DISCUSSION

A. Textbook Description

The researcher analyzed genre on reading passages of Talk Active English textbook for Senior High School eleventh grade. The textbook was developed based on 2013 curriculum. It was published by Yudhistira, one of famous publisher of learning textbook. The book was written by Lanny Kurniawan, S.Pd., M.Si. The contributing author of this book was Kenneth W. Ament, BS.Che. The editor of this book was Rasti Setya Anggraeni, S.S. Donie Depp was a layouter and Dede Sudiana was a cover designer of this book. Talk Active English for Senior High School Eleventh Grade was the third edition and published on February 2017 which had ISBN 978-602-299-730-6. There were nine units in the book, which covered the skills of listening, speaking, reading, and writing, and were related to real life situations. It contained sixteen reading passages with two hundreds and eight pages. The focus of this research was the reading passages in the textbook.

B. Genre in the Textbook

1. Data Condensation

To find the genres available in the textbook, the researcher eliminated the reading materials not included to the passages or the texts (*See Appendix 1, 2, and 3*). They were invitation forms (*See Appendix 1*), letter forms (*See Appendix 2*), and

the song lyrics (*See Appendix 3*). Then, the researcher selected and focused on the reading passages in the textbook to be analysed.

There were sixteen passages in the textbook. The researcher found four texts with structures: thesis, argumentation, and reiteration (*See Appendix 4*). The texts were belonging to genre analytical exposition texts. The texts were found in unit one, two and four. In unit one, the text was on page 17. Furthermore, The texts found were entitled “Are Video Games a Good Way to Keep Fit?” in unit two on page 21, “Should Parent Censor Their Children’s Reading Materials?” in unit four on page 65 and the text in unit four on page 79 (*See Appendix 4*).

In unit five, the researcher found three texts with structures: identification and descriptions (*See Appendix 5*). The texts were belonging to descriptive text. The texts were entitled “Britain’s Roman Villas” on page 83, “Pretzels” on page 83, and “Batak Ulos” on page 84 (*See Appendix 5*).

The researcher found six texts with structures: general classification and descriptions (*See Appendix 6*). The texts were belonging to report texts. The texts were found in unit five and unit eight. In unit five, the researcher found the texts entitled “Camera” on page 89, “Seafood” on page 90, and “Deserts” on page 91 (*See Appendix 6*). In unit eight, the texts found were entitled “What is Tsunami?” on page 151, “Teenage Bullying” on page 152 and “Tornado” on page 154 (*See Appendix 6*).

In unit eight, the researcher found three texts with structures: general statement and sequences of explanation (*See Appendix 7*). Based on the structures of the text, they were included to explanation text. The researcher found the text entitled “Water Cycle” on page 155, text entitled “Why Do Kids Bully?” on page 156, text entitled “Tsunamis” on page 160 (*See Appendix 7*).

2. Data Display

The researcher presented the result of reading text types analyses in the textbook in the table as follows:

Table 7
Result Types of Reading Text in English Textbook Talk Active

Nu.	Title of Passages	Unit	Page	Types	Explanation
1.	-	1	17	Analytical Exposition	In the first paragraph, there was the writer’s opinion about important things when looking for a job. In the second, third, fourth, and the fifth paragraph, there were arguments about the topic. In the last paragraph, the writer restated his opinion. (<i>See Appendix 4</i>)
2.	Are Video Games a Good Way to Keep Fit?	2	21	Analytical Exposition	In the first paragraph, there was the writer’s opinion about games. In the second and the third paragraph, there were the writer’s arguments. In the last paragraph, the writer restated his opinion. (<i>See Appendix 4</i>)
3.	Should	4	65	Analytical	In the first paragraph, there was the

	Parent Censor Their Children's Reading Materials?			Exposition	writer's opinion about the topic. In the second and the third paragraph, there were the writer's arguments. In the last paragraph, the writer restated his opinion. <i>(See Appendix 4)</i>
4.	-	4	79	Analytical Exposition	In the first paragraph, there was the writer's opinion about fast food. In the second and the third paragraph, there were the writer's arguments. In the last paragraph, the writer restated his opinion. <i>(See Appendix 4)</i>
5.	Britain's Roman Villas	5	83	Descriptive	In the first paragraph, there was introduction about the Britain's Roman Villas. In the second, third, and the fourth paragraph, there were descriptions about the Britain's Roman Villas. <i>(See Appendix 5)</i>
6.	Pretzels	5	83	Descriptive	In the first paragraph, there was introduction about Pretzel. In the second and the third paragraph, there were descriptions about the Pretzels. <i>(See Appendix 5)</i>
7.	Batak Ulos	5	84	Descriptive	In the first paragraph, there was introduction about Ulos. In the second, third, and the fourth paragraph, there were descriptions about Batak Ulos. <i>(See Appendix 5)</i>
8.	Camera	5	89	Report	In the first paragraph, there was general classification of camera. In the second,

					third, and the fourth, there were descriptions about camera. (<i>See Appendix 6</i>)
9.	Seafood	5	90	Report	In the first paragraph, there was general classification of seafood. In the second, third, fourth, and the fifth, there were descriptions about seafood. (<i>See Appendix 6</i>)
10.	Deserts	5	91	Report	In the first paragraph, there was general classification of deserts. In the second, third, fourth, fifth, and the sixth, there were descriptions about deserts. (<i>See Appendix 6</i>)
11.	What is Tsunami?	8	151	Report	In the first paragraph, there was general classification of tsunami. In the second, and the third, there were descriptions about tsunami. (<i>See Appendix 6</i>)
12.	Teenage Bullying	8	152	Report	In the first paragraph, there was general classification of teenage bullying. In the second until the seventh paragraph, there were descriptions about teenage bullying. (<i>See Appendix 6</i>)
13.	Tornado	8	154	Report	In the first paragraph, there was general classification of tornado. In the second until the fifth paragraph, there were descriptions about tornado. (<i>See Appendix 6</i>)
14	Water Cycle	8	155	Explanation	In the first paragraph, there were general statements of water cycle. In the second, third, fourth, and the fifth paragraph,

					there were processes of water cycle. (See Appendix 7)
15	Why Do Kids Bully?	8	156	Explanation	In the first paragraph, there were general statements of bullying. In the second, third, fourth, and the fifth paragraph, there were processes of bullying. (See Appendix 7)
16	Tsunamis	8	160	Explanation	In the first paragraph, there were general statements of tsunami. In the second until the tenth paragraph, there were processes of tsunami. (See Appendix 7)

3. Drawing and Verifying Conclusion

From the analyses above, the researcher drew and verified the conclusion that there were four genres of reading texts found in Talk Active English textbook for the eleventh grade of Senior High School. They were analytical exposition text, descriptive text, report text, and explanation text. There were sixteen texts belonged to the four genres found. They were four texts included to analytical exposition texts, three texts included to descriptive texts, six texts included to report texts, and three texts included to explanation texts.

C. Social Function, Generic Structure, and Language Features in the Textbook

1. Data Condensation

a. Social Function

After the researcher found genres in the textbook, then the researcher analysed the social function of each passages.

1) Analytical Exposition Texts

The social function of the first passage in unit one on page 17 was to persuade the readers that thinking about some considerations when looking for a new job is important. The researcher concluded the social function as mentioned before because in paragraph two, three, four, and five, they contained some considerations when looking for a new job (*See Appendix 4*).

The social function of the second passage entitled “Are Video Games a Good Way to Keep Fit?” was to persuade the readers that interactive video games are good for some reasons. It was because in the first paragraph, it was mentioned that video games are good for some reasons. In the second and the third paragraph, mentioned the good reasons of playing interactive video games. In the last paragraph, the writer restated that video games are good (*See Appendix 4*).

The social function of the third passage entitled “Should Parent Censor Their Children’s Reading Materials?” was to persuade the readers that parent should censor their children’s reading materials in some ways. In the first paragraph, it was mentioned that parent should censor their children’s reading materials in

some ways. In the second and the third paragraph, mentioned the ways of censoring their children's reading materials. In the last paragraph, the writer restated that parent should censor their children's reading materials in some ways (*See Appendix 4*).

The social function of the fourth passage in unit four on page 79 was to persuade the readers that everyone should think twice before eating fast food. In the first paragraph, it was mentioned that everyone should think twice before eating fast food. In the second and the third paragraph, mentioned the health risks when eating fast food. In the last paragraph, the writer restated that everyone should think twice before eating fast food (*See Appendix 4*).

2) Descriptive Texts

The social function of the passage entitled "Britain's Roman Villas" was to describe Britain's Roman Villas, because the researcher found the description about Britain's Roman Villas in the second, third and the fourth paragraph (*See Appendix 5*). The social function of the passage entitled "Pretzels" was to describe Pretzels because the researcher found the description about Pretzels in the second and the third paragraph (*See Appendix 5*). The social function of the passage entitled "Batak Ulos" was to describe Batak Ulos, because the researcher found the description about Batak Ulos in the second and the third paragraph (*See Appendix 5*).

3) Report Texts

The social function of the passage entitled “Camera” was to describe camera. It was because in the second, third, and the fourth paragraph, they described about camera (*See Appendix 6*). The social function of the passage entitled “Seafood” was to describe seafood. It was because in the second, third, fourth, and the fifth paragraph, they described about seafood (*See Appendix 6*). The social function of the passage entitled “Deserts” was to describe deserts. It was because in the second, third, fourth, fifth, and the sixth paragraph, they described about deserts (*See Appendix 6*). The social function of the passage entitled “What is Tsunami?” was to describe tsunami. It was because in the second, and the third paragraph, they described about tsunami (*See Appendix 6*). The social function of the passage entitled “Teenage Bullying” was to describe teenage bullying. It was because in the second, third, fourth, fifth, sixth, and the seventh paragraph, they described about teenage bullying (*See Appendix 6*). The social function of the passage entitled “Tornado” was to describe tornado. It was because in the second, third, fourth, and the fifth paragraph, they described about tornado (*See Appendix 6*).

4) Explanation Texts

The social function of the passage entitled “Water Cycle” was to explain the process of water cycle. It was because in the second, third, fourth, and the fifth paragraph, there were processes of water cycle (*See Appendix 7*). The social function of the passage entitled “Why Do Kids Bully?” was to explain why kids bully. It was because in the second, third, fourth, and the fifth paragraph, there were processes of bullying (*See Appendix 7*). The social function of the passage

entitled “Tsunamis” was to explain how tsunamis happen. It was because in the second until the tenth paragraph, there were explanations of how tsunami happened (*See Appendix 7*).

b. Generic Structure

After the researcher found the social function of each passages in the textbook, then the researcher analysed the generic structures of each passages.

1) Analytical Exposition Texts

The generic structure of the first passage in unit one on page 17 was thesis, arguments, and reiteration. In the first paragraph, there was the writer’s opinion about important considerations when looking for new job. It was the thesis. Then, in paragraph two, three, four, and five, they contained some considerations when looking for a new job. They were the arguments. Next, in the last paragraph, the writer restated his opinion by giving the result of ignoring the things when looking for a new job. It was the reiteration. (*See Appendix 4*)

The generic structure of the second passage entitled “Are Video Games a Good Way to Keep Fit?” was thesis, arguments, and reiteration. In the first paragraph, it was mentioned that video games are good for some reasons. It was the thesis. Then, in the second and the third paragraph, mentioned the good reasons of playing interactive video games. They were the arguments. Next, in the last paragraph, the writer restated that video games are good. It was the reiteration. (*See Appendix 4*)

The generic structure of the third passage entitled “Should Parent Censor Their Children’s Reading Materials?” was thesis, arguments, and reiteration. In the first paragraph, it was mentioned that parent should censor their children’s reading materials in some ways. It was the thesis. Then, in the second and the third paragraph, the writer mentioned the ways of censoring their children’s reading materials. They were the arguments. Next, in the last paragraph, the writer restated that parent should censor their children’s reading materials in some ways. It was the reiteration. *(See Appendix 4)*

The generic structure of the fourth passage in unit four on page 79 was thesis, arguments, and reiteration. In the first paragraph, it was mentioned that everyone should think twice before eating fast food. It was the thesis. Then, in the second and the third paragraph, mentioned the health risks when eating fast food. They were the arguments. Next, in the last paragraph, the writer restated that everyone should think twice before eating fast food. It was the reiteration. *(See Appendix 4)*

2) Descriptive texts

The generic structure of the passage entitled “Britain’s Roman Villas” was identification and descriptions. In the first paragraph, the writer introduced Britain’s Roman Villas. It was the identification. Next, there were descriptions about Britain’s Roman Villas in the second, third and the fourth paragraph. They were the descriptions. *(See Appendix 5)*

The generic structure of the passage entitled “Pretzels” was identification and descriptions. The writer introduced Pretzels. It was the identification. Then, there

were description about Pretzels in the second and the third paragraph. They were the descriptions. *(See Appendix 5)*

The generic structure of the passage entitled “Batak Ulos” was identification and descriptions. The writer introduced Pretzels in the first paragraph. It was the identification. There were description about Pretzels in the second and the third paragraph. They were the descriptions. *(See Appendix 5)*

3) Report texts

The generic structure of the passage entitled “Camera” was general classification and descriptions. The first paragraph told about what camera is. It was the general classification. Next, in the second, third, and the fourth paragraph, there were descriptions about camera. They were descriptions. *(See Appendix 6)*

The generic structure of the passage entitled “Seafood” was general classification and descriptions. The first paragraph told about what seafood is. It was the general classification. Then, in the second, third, fourth, and the fifth paragraph, there were description about seafood. They were descriptions. *(See Appendix 6)*

The generic structure of the passage entitled “Deserts” was general classification and descriptions. The first paragraph told about what deserts is. It was the general classification. Next, in the second, third, fourth, fifth, and the sixth paragraph, there were description about deserts. They were descriptions. *(See Appendix 6)*

The generic structure of the passage entitled “What is Tsunami?” was general classification and descriptions. The first paragraph told about what tsunami is. It was the general classification. Then, in the second, and the third paragraph, there were description about tsunami. They were descriptions. *(See Appendix 6)*

The generic structure of the passage entitled “Teenage Bullying” was general classification and descriptions. The first paragraph told about what bullying is. It was the general classification. Then, in the second, third, fourth, fifth, sixth, and the seventh paragraph, there were description about teenage bullying. They were descriptions. *(See Appendix 6)*

The generic structure of the passage entitled “Tornado” was general classification and descriptions. The first paragraph told about what tornado is. It was the general classification. Next, in the second, third, fourth, and the fifth paragraph, there were description about tornado. They were descriptions. *(See Appendix 6)*

4) Explanation texts

The generic structure of the passage entitled “Water Cycle” was general statement and sequenced explanations. There were general statements about water cycle in the first paragraph. It was the general statement. Then, in the second, third, fourth, and the fifth paragraph, there were processes of water cycle. They were sequenced explanations. *(See Appendix 7)*

The generic structure of the passage entitled “Water Cycle” was general statement and sequenced explanations. There were general statements about bullying in the first paragraph. It was the general statement. Then, in the second, third, fourth, and the fifth paragraph, there were processes of bullying. They were sequenced explanations. *(See Appendix 7)*

The generic structure of the passage entitled “Water Cycle” was general statement and sequenced explanations. There were general statements about tsunamis in the first paragraph. It was the general statement. Next, in the second until the tenth paragraph, there were explanations of how tsunami happened. They were sequenced explanations. *(See Appendix 7)*

c. Language Features

After the researcher found the social function and generic structure of each passages in the textbook, then the researcher analysed the language features of each passages.

1) Analytical Exposition Texts

The language features of the passage in unit one on page 17 the researcher found was the text focused on generic non-human participant. It was important considerations when looking for a new job. Then, it used mental verbs think and understand. Next, it used connectives first, then, and as a result. The last, it used modality ought to, should, might. *(See Appendix 4)*

The language features of the passage entitled “Are Video Games a Good Way to Keep Fit?” the researcher found was the text focused on generic non-human participants. It was video games. Then, it used mental verbs think and believe. Next, it used connectives first of all, in addition, to sum up. The last, it used modality might. *(See Appendix 4)*

The language features of the passage entitled “Should Parent Censor Their Children’s Reading?” the researcher found was the text focused on generic human participants. It was parent censor children’s materials. Next, it used mental verbs seems. It also used connectives therefore, however, otherwise, and while. The last, it used modality should, shouldn’t, would and may. *(See Appendix 4)*

The language features of the passage in unit four on page 79 the researcher found was the text focused on generic non-human participant. It was fast food. Next, it used mental verb think. It also used connectives however. The last, it used modality should. *(See Appendix 4)*

2) Descriptive texts

The language features of the passage entitled “Britain’s Roman Villas” the researcher found was the text focused on describing specific participant. It was Britain’s Roman Villas. Next, it used present tense “it is”. It also used action verbs built. Then, it used adjectives and compound adjectives ancient and small. The last, it used adverbs handsomely. *(See Appendix 5)*

The language features of the passage entitled “Pretzels” the researcher found was the text focused on describing specific participant. It was Pretzels. Then, it used present tense has, this is, is and are. It also used action verbs made, added, and dunked. Next, it used adjectives: dark, brown, crispy, salty, crust, soft, thin and crispy. The last, it used adverbs traditionally. *(See Appendix 5)*

The language features of the passage entitled “Batak Ulos” the researcher found was the text focused on describing specific participant. It was Batak Ulos. Then, it used present tense Ulos is, have, are, has and wear. It also used action verbs wear and used. It used adjectives: traditional, important, and sacred. The last, it used adverbs normally, traditionally, and ceremonially. *(See Appendix 5)*

3) Report texts

The language features of the passage entitled “Camera” the researcher found was the text focused on describing generic participants. It was camera. Then, it used present tense is, have, permits, operates, and controls. It had no temporal sequences. Next, it used action verbs operates and controls. It also used adjectives modern, visible, wide and used adverbs commonly, quickly, and directly. The last, it used passive voice are combined and displayed, can be stored, and have been used. *(See Appendix 6)*

The language features of the passage entitled “Seafood” the researcher found was the text focused on describing generic participants. It was seafood. Then, it used present tense is and are. It had no temporal sequences. Next, it used action verbs produce, made, and preserve. It also used adjectives fresh, significant, important,

small and used adverbs indirectly and commonly. The last, it used passive voice: have been consumed, is extended, is known, is consumed, is used, are also extracted, are often transported, are filleted and displayed, are filleted, are cooked and canned, and are only decapitated and gutted. *(See Appendix 6)*

The language features of the passage entitled “Deserts” the researcher found was the text focused on describing generic participants. It was deserts. Next, it used present tense are, cover, receive, get and threatens. It had no temporal sequences. Then, it used action verbs arises, grow, and produce. It also used adjectives dry and cold and used compound adjectives slow-growing and fast –growing. The last, it used adverbs biologically and frequently and It used passive voice are found and are covered. *(See Appendix 6)*

The language features of the passage entitled “What is Tsunami?” the researcher found was the text focused on describing generic participants. It was tsunami. Then, it used present tense has, involves, travels, and allows. It had no temporal sequences. Next, it used action verbs travels, grow, and create. It also used adjectives shallow and small and it used adverbs slightly, consequently, relatively, and barely. The last, it used passive voice is controlled, are caused, were called, and is called. *(See Appendix 6)*

The language features of the passage entitled “Teenage Bullying” the researcher found was the text focused on describing generic participants. It was teenage bullying. Then, it used present tense includes, attempts, bullies and uses. It had no temporal sequences. Next, it used action verbs bullies and hurt. It also used

adjectives important, physical, verbal, emotional and it used adverbs excessively, and physically. The last, it used passive voice is done and are designed. (*See Appendix 6*)

The language features of the passage entitled “Tornado” the researcher found was the text focused on describing generic participants. It was tornado. Next, it used present tense makes, travels, and has. It had no temporal sequences. Then, it used action verbs spin, makes, and travels. It also used adjectives quick, powerful and low and it used adverbs very. The last, it used passive voice are known, is called, and are exhausted. (*See Appendix 6*)

4) Explanation texts

The language features of the passage entitled “Water Cycle” the researcher found was the text focused on generic and non-human participants. It was water cycle. Next, it used verbs in the present tense is, covers, needs, does, heats, moves, cools, fall, and hits. Then, it used action verbs covers, does, heats, moves, cools, fall, and hits. It also used temporal and causal circumstances as the sun shines and conjunctios when. The last, it used modality can and can not and it used pronominal reference it. (*See Appendix 7*)

The language features of the passage entitled “Why Do Kids Bully?” the researcher found was the text focused on generic and non-human participants. It was bullying. Then, it used verbs in the present tense come, don’t understand, know, pick, and want. Next, it used action verbs come, know and pick. It also

used conjunctios when and it used modalit might, can, and may. The last, it used pronominal reference they and it. *(See Appendix 7)*

The language features of the passage entitled “Tsunamis” the researcher found was the text focused on generic and non-human participants. It was tsunamis. Then, it used verbs in the present tense crash, displaces, happen, lose, approach, slow down, begin, move, reaches, produces, and appear. Next, it used action verbs crash, displaces, lose, approach, slow down, begin, move, reaches, and produces. It also used temporal and causal circumstances at that pace and in deep ocean and used conjunctios when. The last, it used modality can, may, may not, and should and it used pronominal reference they and it. *(See Appendix 7)*

2. Data Display

a. Social Function

The researcher presented the result of social function analyses of genre in the textbook in the table. *(See Appendix 8)*

b. Generic Structure

The researcher presented the result of generic structure analyses of genre in the textbook in the table. *(See Appendix 9)*

c. Language Features

The researcher presented the result of language features analyses of genre in the textbook in the table. *(See Appendix 10)*

3. Drawing and Verifying Conclusion

From the analyses above, the researcher drew and verified the conclusion that:

- a. The social functions of genre found in the textbook were as follows:
 - 1) Analytical exposition: to persuade the readers that something is the case.
 - 2) Descriptive text: to describe a particular thing.
 - 3) Report text: to describe facts about subject.
 - 4) Explanation text: to explain the process that occurs in the formation associated with phenomenon in nature.

- b. the generic structure of genre found in the textbook were as follows:
 - 1) Analytical exposition: thesis, arguments, and reiteration.
 - 2) Descriptive text: identification and descriptions.
 - 3) Report text: general classification and descriptions.
 - 4) Explanation text: general statement and sequenced explanation.

- c. the language features of genre found in the textbook were as follows:
 - 1) Analytical expositions: They focused on generic non-human participants, used mental verbs, connectives and used modality: ought to, should, and might. (*See Appendix 4*)
 - 2) Descriptive texts: They focused on describing specific participants, used present tense, action verbs, adjectives and compound adjectives, and they used adverbs. (*See Appendix 5*)
 - 3) Report texts: They focused on describing generic participants, used present tense, had no temporal sequences, used action verbs, adjectives, used adverbs,

and passive voice. (*See Appendix 6*)

- 4) Explanation texts: They focused on generic and non-human participants, used verbs in the present tense, used action verbs, used temporal and causal circumstances, used conjunctios, used modality, and used pronominal reference. (*See Appendix 7*)

D. The Genre and Syllabus of 2013 Curriculum

1. Data Condensation

To know whether the genres of the text found in Talk Active English Textbook are in line with syllabus of 2013 Curriculum, the researcher classified them into the syllabus point checklist of basic competence of genre. The researcher found four texts belonging to analytical exposition texts in the textbook. The texts were found in unit one, two and unit four. The texts found were the passage in unit one on page 17, the text entitled “Are Video Games a Good Way to Keep Fit?” in unit two on page 21, “Should Parent Censor Their Children’s Reading Materials?” in unit four on page 65 and the text in unit four on page 79 (*See Appendix 4*). They were in line with basic competence 3.4 of Syllabus of 2013 Curriculum.

Then, the researcher found six texts belonging to report text. The texts were found in unit five and unit eight. In unit five, the researcher found the texts entitled “Camera” on page 89, “Seafood” on page 90, and “Deserts” on page 91 (*See Appendix 6*). In unit eight, the texts found were entitled “What is Tsunami?” on page 151, “Teenage Bullying” on page 152 and “Tornado” on page 154 (*See*

Appendix 6). They were in line with basic competence 3.5 of Syllabus of 2013 Curriculum.

The researcher found three texts belonging to explanation text in the textbook. They were found in unit eight. The texts found were entitled “Water Cycle” on page 155, text entitled “Why Do Kids Bully?” on page 156, text entitled “Tsunamis” on page 160 (*See Appendix 9*). They were in line with basic competence 3.8 of Syllabus of 2013 Curriculum.

2. Data Display

The researcher presented the result in the syllabus point checklist of basic competence of genre in the table. (*See Appendix 11*)

3. Drawing and Verifying Conclusion

From the four genres found in the textbook, only there were three genres of reading texts in Talk Active English textbook for the eleventh grade of Senior High School in line with syllabus of 2013 Curriculum. They were:

- a. Analytical exposition texts were in line with basic competence 3.4 of Syllabus 2013 Curriculum.
- b. Report texts (scientific texts) were in line with basic competence 3.5 of Syllabus 2013 Curriculum.
- c. Explanation texts were in line with basic competence 3.8 of Syllabus 2013 Curriculum.

E. Research Finding and Discussion

In this part, the researcher would like to discuss about her research findings as follows:

1. There were four genres of reading texts found in Talk Active English textbook for the eleventh grade of Senior High School. They were analytical exposition text, descriptive text, report text, and explanation text. There were sixteen texts belonged to the four genres found. They were four texts included to analytical exposition texts, three texts included to descriptive texts, six texts included to report texts, and three texts included to explanation texts. (See Appendix 11)

2. The social functions, generic structures, and language features of genre found in the textbook were as follows:

a. Social functions:

- 1) Analytical exposition: to persuade the readers that something is the case.
- 2) Descriptive text: to describe a particular thing.
- 3) Report text: to describe facts about subject.
- 4) Explanation text: to explain the process that occurs in the formation associated with phenomenon in nature.

b. Generic Structure

- 1) Analytical exposition: thesis, arguments, and reiteration.
- 2) Descriptive text: identification and descriptions.
- 3) Report text: general classification and descriptions.

4) Explanation text: general statement and sequenced explanation.

c. Language Features

1) Analytical expositions: They focused on generic non-human participants, used mental verbs, connectives and used modality: ought to, should, and might. *(See Appendix 4)*

2) Descriptive texts: They focused on describing specific participants, used present tense, action verbs, adjectives and compound adjectives, and they used adverbs. *(See Appendix 5)*

3) Report texts: They focused on describing generic participants, used present tense, had no temporal sequences, used action verbs, adjectives, used adverbs, and passive voice. *(See Appendix 6)*

4) Explanation texts: They focused on generic and non-human participants, used verbs in the present tense, used action verbs, used temporal and causal circumstances, used conjunctios, used modality, and used pronominal reference. *(See Appendix 7)*

3. From the four genres found in the textbook, only there were three genres of reading texts in Talk Active English textbook for the eleventh grade of Senior High School in line with syllabus of 2013 Curriculum. They were:

a. Analytical exposition texts were in line with basic competence 3.4 of Syllabus 2013 Curriculum.

b. Report texts (scientific texts) were in line with basic competence 3.5 of Syllabus 2013 Curriculum.

- c. Explanation texts were in line with basic competence 3.8 of Syllabus 2013 Curriculum.

F. Data Trustworthiness

In this research, the researcher used triangulation of theory from Linda Gerot and Peter Wignell theory and the syllabus of 2013 Curriculum. Based on Linda Gerot and Peter Wignell theory, there were four genres found in the textbook. They were analytical exposition, descriptive, report, and explanation texts. Next, the social functions and generic structures of each text found were suitable with the theory from Linda Gerot and Peter Wignell. However, in language features of report text in the textbook, the researcher found one language feature which was not available in Linda Gerot and Peter Wignell theory. In the textbook the researcher found passive voice in each report texts. In analytical exposition, descriptive, and explanation texts, the language features of each text found in the textbook were suitable with the theory from Linda Gerot and Peter Wignell. The last, based on the syllabus of 2013 Curriculum, there were three genre of reading texts have to be learnt in the eleventh grade of Senior High School. They were analytical exposition, report, and explanation texts. From the four genres found in the textbook, the researcher found three genres in line with the syllabus. They were analytical exposition, report, and explanation texts.

CHAPTER V CONCLUSION AND SUGGESTION

A. Conclusion

After analyzing the result of the research in the previous chapter, the researcher drew a conclusion as follows:

1. There were four genres of reading texts found in Talk Active English textbook for the eleventh grade of Senior High School. They were analytical exposition text, descriptive text, report text, and explanation text. There were sixteen texts belonged to the four genres found. They were four texts included to analytical exposition texts, three texts included to descriptive texts, six texts included to report texts, and three texts included to explanation texts. (*See Appendix II*)
2. The social functions, generic structures, and language features of genre found in the textbook were as follows:
 - a. Social functions:
 - 1) Analytical exposition: to persuade the readers that something is the case.
 - 2) Descriptive text: to describe a particular thing.
 - 3) Report text: to describe facts about subject.
 - 4) Explanation text: to explain the process that occurs in the formation associated with phenomenon in nature.

b. Generic Structure

- 1) Analytical exposition: thesis, arguments, and reiteration.
- 2) Descriptive text: identification and descriptions.
- 3) Report text: general classification and descriptions.
- 4) Explanation text: general statement and sequenced explanation.

c. Language Features

- 1) Analytical expositions: They focused on generic non-human participants, used mental verbs, connectives and used modality: ought to, should, and might. *(See Appendix 4)*
 - 2) Descriptive texts: They focused on describing specific participants, used present tense, action verbs, adjectives and compound adjectives, and they used adverbs. *(See Appendix 5)*
 - 3) Report texts: They focused on describing generic participants, used present tense, had no temporal sequences, used action verbs, adjectives, used adverbs, and passive voice. *(See Appendix 6)*
 - 4) Explanation texts: They focused on generic and non-human participants, used verbs in the present tense, used action verbs, used temporal and causal circumstances, used conjunctios, used modality, and used pronominal reference. *(See Appendix 7)*
3. From the four genres found in the textbook, only there were three genres of reading texts in Talk Active English textbook for the eleventh grade of Senior High Schoolin line with syllabus of 2013 Curriculum. They were analytical exposition text, report text (scientific text), and explanation text.

B. Suggestion

From the result of the research that the researcher has done, the researcher would like to give some suggestions as follows:

1. For the English teacher

The researcher suggests the English teacher to have another sources to provide reading passage in supporting teaching and learning process. Although the result of this research shows that genre of the reading passages in the textbook is suitable with the syllabus of 2013 Curriculum, the researcher do not know whether or not the other contents of this book is good. For that reason, it is better for the teacher the teacher provide another sources in order to get the best result. There is no textbook which is perfect, a textbook always have strength and weakness.

2. For the principle

The school principle should evaluate all textbooks which will be used in the process of teaching and learning in order to provide textbooks that are suitable with the student's need and the curriculum used.

3. For further researcher

The researcher suggests to the further researcher to conduct the research about analysis of reading passages in an English textbook. It is important to conduct the research because a textbook is the source of materials. If the reading passages of an English textbook don't fulfill the criteria on how the reading passage should be, it can not get the best result in the process of teaching and learning.

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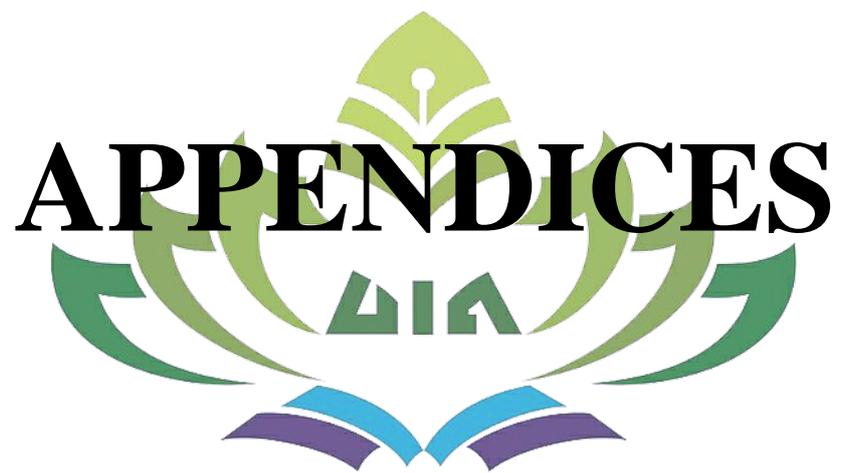
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Appendix 1

Invitation 1

Reading material taken from unit 3 on page 39

Tick Tock, Tick Tock

The New Year begins at 12 o'clock!

Please join us for the big countdown at

Kyla's New Years Blowout

December 31st – 9:00 p.m. – 2:00 a.m.

232 South Beach Way

Miami, Florida

RSVP to Kyla
Revans@email.com

Invitation 2

Reading material taken from unit 3 on page 39

Please join us to celebrate

Joanna's Sweet Sixteen

Friday, March 20, 2018

8:00 p.m. – 12:00 a.m.

The Silver Spoon

123 North Street

Chicago, Illinois

Hosted by

Kate & Rick Evans

RSVP by March 10th
evansfam@email.com

Invitation 3

Reading material taken from unit 3 on page 39

You are cordially invited to grace the occasion of our
Anniversary Day Function Celebration

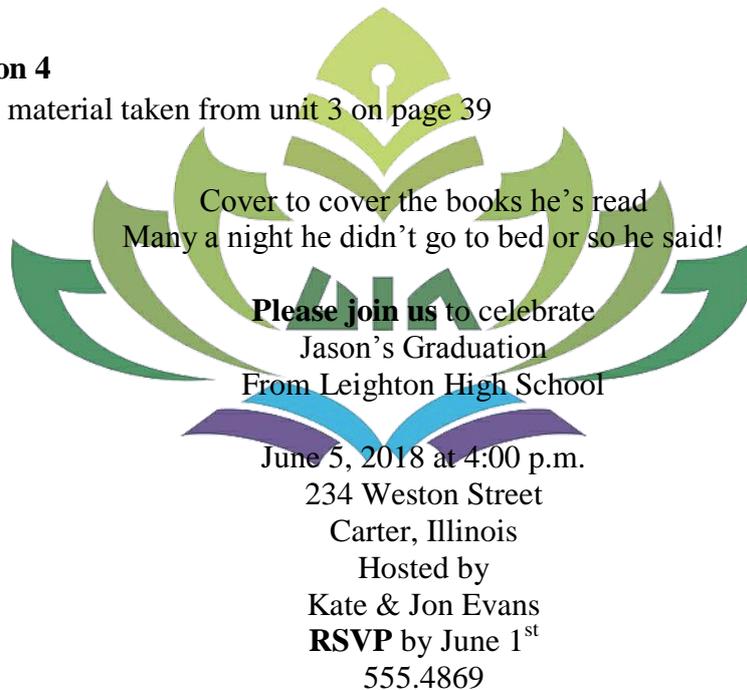
On August 17, 2013 at 10:00 a.m.
In the School Auditorium

Guest of Honor: The Honorable Chief Minister of Education

Leighton High School
RSVP by August 1st
847.6620

Invitation 4

Reading material taken from unit 3 on page 39

**Invitation 5**

Reading material taken from unit 3 on page 40

Dear Stewart, Lois, and Family,

We would like to cordially invite you to witness the marriage of Cynthia and Harold. You have been a witness of their relationship, thus we would like to invite you to witness their special day as they tie the knot in marriage.

This special day will be on August 16th, 2014, a Saturday at exactly 1 o'clock in the afternoon at the residence of the Petersons in Bayville. We sincerely hope that you will be able to attend this ceremony and celebrate with our family.

Best Wishes,

Mae and Jacob Peterson

Invitation 6

Reading material taken from unit 3 on page 41

Robert Jordan
Decatur High School
New Orleans
November 25, 2016

Dr. Malcolm Self
75 Jackson St.
New Orleans

Sub: **invitation:** School Anniversary Day Function

Dear Sir,

It gives us immense pleasure to inform you that we are celebrating our school's 25th Anniversary Day at 5:30 p.m. on December 10, 2016 in the School Auditorium. We shall consider it a great honor if you could grace the occasion as our Guest of Honor, preside over the function, and give away the prizes.

Yours faithfully,

Principal Jordan

Invitation 7

Reading material taken from unit 3 on page 41

November 11, 2016

Tom Atkinson
Company Inc.
ABC Street Number 123

Dear Mr. Atkinson,

Allow me the pleasure of **inviting you** to lunch at The Enhance next Wednesday, November 16th at one o'clock. I believe it will be a wonderful opportunity for me

to learn more about your firm's manufacturing process and to discuss how our Magnaflux compressor can reduce your operating costs.

Please tell me whether you are able to come by calling me at 062499467352.

Best Regards,

Tony Montana

Invitation 8

Reading material taken from unit 3 on page 48



Invitation 9

Reading material taken from unit 3 on page 54

YOU'RE INVITED
ANDREW PALMER JUNIOR
Is turning 7
Come help us celebrate!

On Sunday 20th November 2016
From 2 a. m to 4 a. m
At the palmers house
Apple Avenue number 75

Invitation 10

Reading material taken from unit 3 on page 54

To : luckylisa@webmail.com

Subject : invitation

Hi Lisa

I had a party next Friday at my house. **Would you like to com?** I'll be fun! Lots of people from school was coming. You know some them – Petra, Karl, Marco and Rob. Can you bring some lemonade and crisps?

My house will be behind our school, 6 Greenfield Avenue. It is right next to the park and it's got a blue front door.

Thank you for coming and see you soon.

Eduardo

*rsvp

Invitation 11

Reading material taken from unit 3 on page 55



The Bensons

Request the pleasure of your company

At a

Formal Dinner Party

Friday, April 18th

7.30 p.m.

1215 Biscybe Drive

Regret Only:

547-9836

Invitation 12

Reading material taken from unit 3 on page 55

All of us at the UWC Campus

Would be delighted if you would **join us** in our

15th Anniversary Celebration

24th of November, 2012

Time: 10.30 am

Venue: UWC Campus

Lunch: 12 noon

RSVP: development@muwc.net

Please do **join us!**

Invitation 13

Reading material taken from unit 3 on page 55

You are cordially invited to attend an evening of Excitement & Exhilaration of

Adval corporate dinner

Saturday, December 16th at 19.00 pm

At Singapore Flyer

RVSP to NOTP@adval.com.sg

Invitation 14

Reading material taken from unit 3 on page 55



Please **rsvp**

480.880.7314

kim@thetomkatestudio.com

Invitation 15

Reading material taken from unit 3 on page 56

Double, double toil troubles fire burn and children bubble.

By the moon we gather here, to celebrate the time of year.

When witches fly and the dead arise, the zombies moan with glowing eyes.

We gather round the pumpkin's light, and party long into the night.

Witches brew and bat wing stew, Come taste our punch and cupcakes too.

So disguise yourself and you better half, come around about 7 for many laugh.

We will party long into night, till all are blessed with second sight.

Please join us on

Saturday October 25th
for a haunted Halloween party.
The spook house 666 Amity Lane
Creepy, TX 77666
Please **RSVP** via Text:
To 713-867-5309

Invitation 16

Reading material taken from unit 3 on page 56

FIFTY!
SARAH KENNEDY
IS TURNING 50
ISN'T THAT GREAT?



WE' RE HAVING A PARTY
PLEASE SAVE THE DATE
THE 11TH OF JUNE
RIGHT AT EIGHT
BORDINO'S

R.S.V.P TO JAMES
4795214134

Appendix 2

Letter 1

taken from unit 6 on page 105

August 19, 2016

Heading

Margaret Smith
23 San Benito Rd.
Brisbane, CA 94005

Greeting

Hello Margret!

Body of
Letter

It's been too long since our last visit, and I thought I'd write to you to see how everything is. So, how are you and the family doing? If I remember correctly, Maggie is just about to start kindergarten, right? That must be exciting; she was always such a bright girl. And what grade is Jeff going into? 7th or 8th? He's growing up so fast. They both are, really.

My kids are getting ready for the school year as well. Max just mentioned you guys the other day while we were at the park. He remembered how Maggie was throwing the pebbles last time and asked when he'd get to play with her again. I really hope that I can tell him you'll all be visiting soon. You guys should drive up for a weekend out with us. There's a new restaurant in town, and I think you'd like it; it's very simple and cozy.

We all miss you very much, Margret, and the family is welcome to come visit any time at all. I hope all is well with everyone. Please send hellos from all of us to your family. Talk to you soon.

Closing

Love,

Signature

Elisa D.

Letter 2

taken from unit 6 on page 106

July 16, 2016

Heading

Susan Becham
506 Country Lane
North Baysville, CA 53286

Greeting

Dear Susan,

Body of Letter

It feels like such a long time since I last saw you/ I know it's only been several weeks, though. So far, my summer has been great!

I spend all my weekends at the beach. I am getting a nice tan and you can no longer say I am paler than you. I have been playing lots of volleyball. Doing some surfings, and building a nice collection of sea shells. Just this past weekend. I took second place in a sandcastle-building contest!

On the weekdays, I work. I drive a nice ice cream truck and sell ice cream to the kids. They pay isn't too great, but I love the job so much.

I hope the summers been going well for you too. There's only a month and a half of summer vacation left and after that it's back to school. Would you like to meet up some time school starts?

Closing

Your friend,

Signature

Julia

Letter 3

taken from unit 6 on page 106

February 13, 2016

Heading

Jesse Roberts
4596 Northwest Boulevard
Rochelle Park, NJ 07662

Greeting

Dear Jesse,

I am very disheartened to know about the death of your sister, Maria. We had studied in the same college and she was

very close friend of mine. We spent so much time together and I can't forget the days we enjoyed with each other in college. I am really shocked and unable to find any words to show my sorrow on her death.

I can understand your situation, but can only say that a part of life and we have to accept this. Please don't hesitate to ask for any support you need. My phone number is 985-718-1111. Thanks

Sincerely yours,

Agnes

Letter 4

Reading passage taken from unit 6 on page 107

December 3, 2016

Jackson Thomas
A-22 Timothy Building
Park Avenue, OC 44325

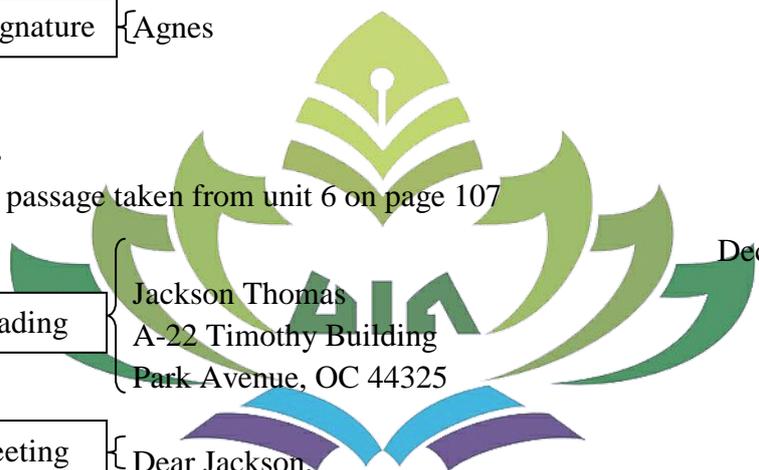
Dear Jackson,

I just wanted to send you a note to sincerely thank you for all the help you gave me last weekend with my science project. I was really wondering how I was ever going to finish my project when you offered your help! It couldn't have come at a better moment.

I know that you are often so busy, as well as I am; so, that just makes me even more to come up, when you took the time to help me when I needed it.

I hope that you know that I would do the same for you if ever the occasion were to come up, when you need an extra hand. Maybe with a project or something at school or at home; whatever it might be, please don't ever hesitate to ask. I most definitely owe you one!

Enjoy your day .



Closing { See you soon,
Signature { Ruby

Letter 5

taken from unit 6 on page 107

November 8, 2016

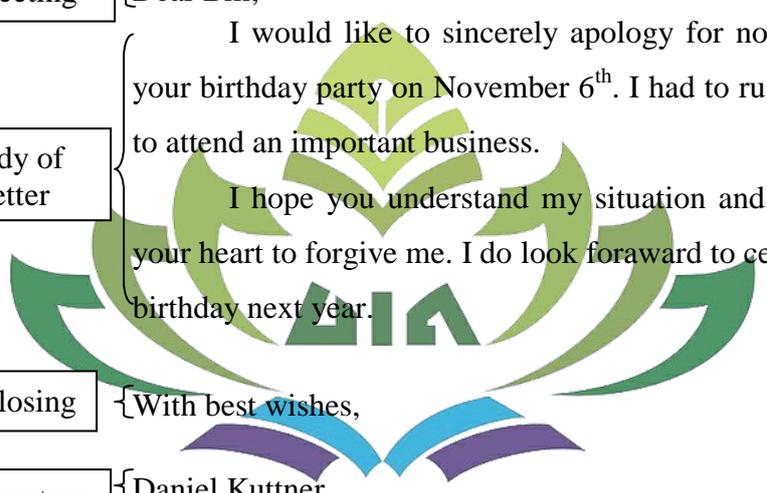
Heading { Bill fountain
459 Green Hill
San Fransisc, CA 08962

Greeting { Dear Bill,

Body of Letter { I would like to sincerely apology for not making it to your birthday party on November 6th. I had to rush out of town to attend an important business.
I hope you understand my situation and can find it in your heart to forgive me. I do look forward to celebrating your birthday next year.

Closing { With best wishes,

Signature { Daniel Kuttner


Letter 6

taken from unit 6 on page 114

August 3, 2016

Heading { Smith Fred
Fortune enterprises
Nottingham, UK

Greeting { Respected Sir,

I am writing this letter to express deepest apology to you for the poor performance in my recent projects, I have realized that my performance was not up to the needed standards and really need to work on it. Please accept my sincerest apology for my poor conduct and for not submitting good quality projects on time.

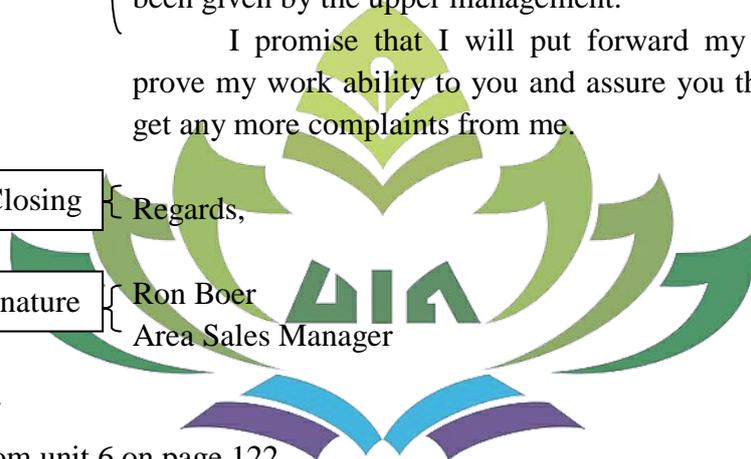
For the last few months, I have been facing some serious personal problems in the family which have also affected my professional life and performance at the work place. However, now I request, to please give me one more chance and I will work in my best capability towards the growth of the organization.

I will surely keep in mind all the suggestion that have been given by the upper management.

I promise that I will put forward my best efforts to prove my work ability to you and assure you that you will not get any more complaints from me.

Regards,

Ron Boer
Area Sales Manager



Letter 7

taken from unit 6 on page 122

Mr. Ronald O. Smith
2922 Sycamore Lake Road
Green bay wi 54304

September 3 2010

Dear Ronald,

From October 15, 2010 the annual football championship is getting started in our challenge and our group is taking part in it. At the time selection, I performed and you had selected me for your time however now I have gotten a knee injury and the doctors have suggested that I take complete rest for the next month hence it won't be possible for me to play in the annual championship. As you are my best friend and even the captain

of the team it's my responsibility to inform you well in advance so that you can arrange someone else on my behalf. Taking our friendship into consideration I feel that you will definitely understand my problem and try to make it easy for me I am extremely sorry for the inconvenience.

Closing { Yours truly

Signature { Mark S. Patten



Appendix 3

Song 1

taken from unit 9 on page 171

Ordinary Human

(by One Republic)

Today I felt a switch in my vein
 Today I felt a switch in my vein
 Used to be a shadow
 Now a shadow scream my name
 And in the daylight I could swear
 We're the same

But I'm just an ordinary human (Ordinary ways)

I'm just an ordinary human
 But I don't feel so ordinary today
 I'm just your picture perfect nothing
 Sometimes I medicate
 I'll be a picture perfect human
 Before the sun goes down today



Song 2

taken from unit 9 on page 171

Fight Song

(by Rachel Platten)

This is my fight song
 Take back my life song
 Prove I'm alright song
 My power's turned on
 Starting right now I'll be strong
 I'll play my fight song
 And I don't really care if nobody else believes
 'Cause I've still got a lot of fight left in me
 Losing friends and I'm chasing sleep
 Everybody's worried about me
 In too deep

Say I'm in too deep (in too deep)
 And it's been two years I miss my home
 But there's a fire burning in my bones
 Still believe
 Yeah, I still believe

Song 3

taken from unit 9 on page 173

A Sky Full Of Stars

(an intro music)

Cause you're a sky, Cause you're a sky full of stars
 I'm gonna give you my heart
 Cause you're a sky, Cause you're a sky full of stars
 Cause you light up the path

I don't care, Go on and tear me apart
 I don't care if you do, ooh
 Cause in a sky, Cause in a sky full of stars
 I think I saw you

Cause you're a sky, Cause you're a sky full of stars
 I wanna die in your arms
 Cause you get lighter the more it gets dark
 I'm gonna give you my heart

I don't care, Go on and tear me apart
 I don't care if you do, ooh
 Cause in a sky, Cause in sky full of stars
 I think I see you
 I think I see you

(a bridge musi)

Cause you're a sky, Cause you're a sky full of stars
 Such a heavenly view
 You're such a heavenly view

Song 4

taken from unit 9 on page 174

Fifteen

You take a deep breath and you walk through the doors
It's the morning of your very first day
You say hi to your friends you ain't seen in awhile
Try and stay out of everybody's way

It's your freshman year
And you're gonna be here for the next four years
In this town
Hoping one of those senior boys
Will wink at you and say, "you know I haven't seen you around, before"

'Cause when you're fifteen and Somebody tells you they love you
You're gonna believe them
And when you're fifteen
Feeling like there's nothing to figure out
Well, count to ten, take it in
This is life before you know who
You're gonna be fifteen

You sit in class next to a red-head named Abigail
And soon enough you're best friends
Laughing at the other girls
Who they think they're so cool
We'll be out of here as soon as we can
And then you're on your very first date
And he's got a car
And you're feeling like flying
And you're mama's waiting up
And you're thinking he's the one
And you're dancing around the room when the night ends
When the night ends

'Cause when you're fifteen,
Somebody tells you they love you

You're gonna believe them
And when you're fifteen and your first kiss
Makes your head spin around
But in your life you'll do things
Greater than dating the boy on the football team
But I didn't know it at fifteen

When all you wanted was to be wanted
Wish you could go back and tell yourself what you know now

Back then I swore I was gonna marry him someday
But I realized some bigger dreams of mine
And Abigail gave everything she had
To a boy who changed his mind
And we both cried

'Cause when you're fifteen and somebody tells you they love you
You're gonna believe them
And when you're fifteen

Don't forget to look before you fall

I've found time can heal most anything
And you just might find who you're supposed to be
I didn't know who I was supposed to be
At fifteen

La la la la la
Your very first day
Take a deep breath girl
And take a deep breath as you walk through the doors

Songwriters: Taylor Swift

Song 5

taken from unit 9 on page 174

Price Tag

(feat. B.o.B)

(Jessie J)

OK, Coconut man, Moonheads, and me

You ready?

Seems like everybody's got a price

I wonder how they sleep at night

When the sale comes first

And the truth comes second

Just stop for a minute and smile

Why is everybody so serious

Acting so damn mysterious

Got shades on your eyes

And your heels so high

That you can't even have a good time

Everybody look to the left

Everybody look to the right

Can you feel that yeah

We're paying with love tonight

It's not about the money money money

We don't need your money money money

We just wanna make the world dance

Forget about the price tag

Ain't about the uh cha-ching cha-ching

Ain't about the yeah b-bling b-bling

Wanna make the world dance

Forget about the price tag

We need to take it back in time

When music made us all unite

And it wasn't low blows and video hoes

Am I the only the one getting tired

Why is everybody so obsessed

Money can't buy us happiness

Can we all slow down and enjoy right now

Guarantee we'll be feeling alright

Everybody look to the left
Everybody look to the right
Can you feel that yeah
We're paying with love tonight

It's not about the money money money
We don't need your money money money
We just wanna make the world dance
Forget about the price tag
Ain't about the uh cha-ching cha-ching
Ain't about the yeah b-bling b-bling
Wanna make the world dance
Forget about the price tag

Well keep the price tag
And take the cash back
Just give me six strings
And a half stack
And you can, can keep the cars
Leave me the garage
And all I, yes all I need are keys and guitars
And guess what, in thirty seconds I'm leaving to Mars
Yeah we leaping across these undefeatable odds
It's like this man, you can't put a price on the life
We do this for the love so we fight and sacrifice every night
So we ain't gonna stumble and fall never
Waiting to see us in a sign of defeat uh uh
So we gonna keep everyone moving they feet
So bring back the beat and then everyone sing
It's not about the money

It's not about the money money money
We don't need your money money money
We just wanna make the world dance
Forget about the price tag
Ain't about the uh cha-ching cha-ching
Ain't about the yeah b-bling b-bling
Wanna make the world dance
Forget about the price tag

It's not about the money money money
We don't need your money money money

We just wanna make the world dance
Forget about the price tag
Ain't about the uh cha-ching cha-ching
Ain't about the yeah b-bling b-bling
Wanna make the world dance
Forget about the price tag

Forget about the price tag



Appendix 4

Passage 1

Reading passage taken from unit 1 on page 17

Thesis { What are some important considerations when you look for a new job? According to the experts, you **ought to think** about these things:

Arguments { **First**, know yourself! You **should** ask yourself exactly what you want from a job. Is it money, interesting work, nice co-workers, or something else? Different people want different things from a job. Assess yourself. Where are you now, and where do you want to be?

You also might think about your personal relationships. Consider which relationships are going well, which ones are not, and, most importantly, why. This will help you **understand** how you relate to people you work with.

Make changes! If you had problems in another job (maybe you were always late, or you did not finished projects), **then** you **should** make changes before you take a new job. It is too late when you are already in the job.

Decide what you don't want! If you just want a nine-to-five job, you **had better not to** work for company that expects you to be on call 24-7. If you have an interview, prepare! You **should** find out about an employer's business before your interview. Study the company's website. You could also call the company.

Reiteration { Ask to speak with someone about the job. Of course, many of these ideas are common sense, but a lot of people just don't think about them. **As a result**, they are very unhappy in their jobs.

Passage 2

Reading text taken from unit 2 on page 21

Are Video Games a Good Way to Keep Fit?

Thesis

Nowadays many teenagers have video consoles at home they like playing interactive video game. These games are good for you for a number of reasons.

Arguments

First of all, I think that interactive video games are a good way to keep fit. There are a lot of different types of exercise you can do, such as basketball, water skiing and dance. What's more, you can play them in the comfort of your own home. In my opinion, these games are fun and interactive because you can play them with friends and if you play online, you don't need to be in the same place as your friend to play.

In addition, you can play them whenever you want. Some people think that it's better to do exercise outside in the fresh air. Although this is true, it's actually difficult to play outside when it's raining or very hot, so video game are good alternative.

Reiteration

To sum up it, **I believe that** video games are a fun and social way to keep fit. **I think** they are good option when you can't play outside and they **might** encourage people to do exercise.

Passage 3

Reading text taken from unit 4 on page 65

Should Parent Censor Their Children's Reading Materials?

Thesis

Most parents monitor their children activities and censor things that they find inappropriate, but in what ways **should** they censor children's material?

No parents wants their child to grow up using bad language that it much is true of nearly every parent, or at least of every good one. **Therefore**, it **seems** reasonable enough to stop children from reading books that are full of bad language. The same thing goes for sex, violence, drugs, and whole a lot of other things. **However**, what is important is to keep things age-appropriate, if an eighth- years old pick up a book that is full these kinds of things, then the book was obviously not written for an eighth years old in the first place. The book is clearly not age appropriate for them and they should not be allowed to read it until they are older.

Arguments

This is the key point, many parents **would** stop their child from ever going near that book, but perhaps it is better just to make wait until they are 15 or 16, and mature enough to deal with those themes. Many people **would** say that impressionable young people should never be exposed to these ideas, but in reality, it is important that children get at least some exposure to unpleasant things. **Otherwise**, how else do they learn about them? Young people who have lived incredibly sheltered lives may go off the rail when they finally taste freedom. And they can put themselves into all streetwise. At the end of the day, a novel that shows of nasty effects of taking drugs is hardly going to encourage children to try drugs; it will have the opposite effect, if anything.

Younger children, however **may** respond very differently to such themes, becoming angry or upset rather than taking an important message away from the reading. This is why younger children's reading should, in many circumstances, be more closely monitored.

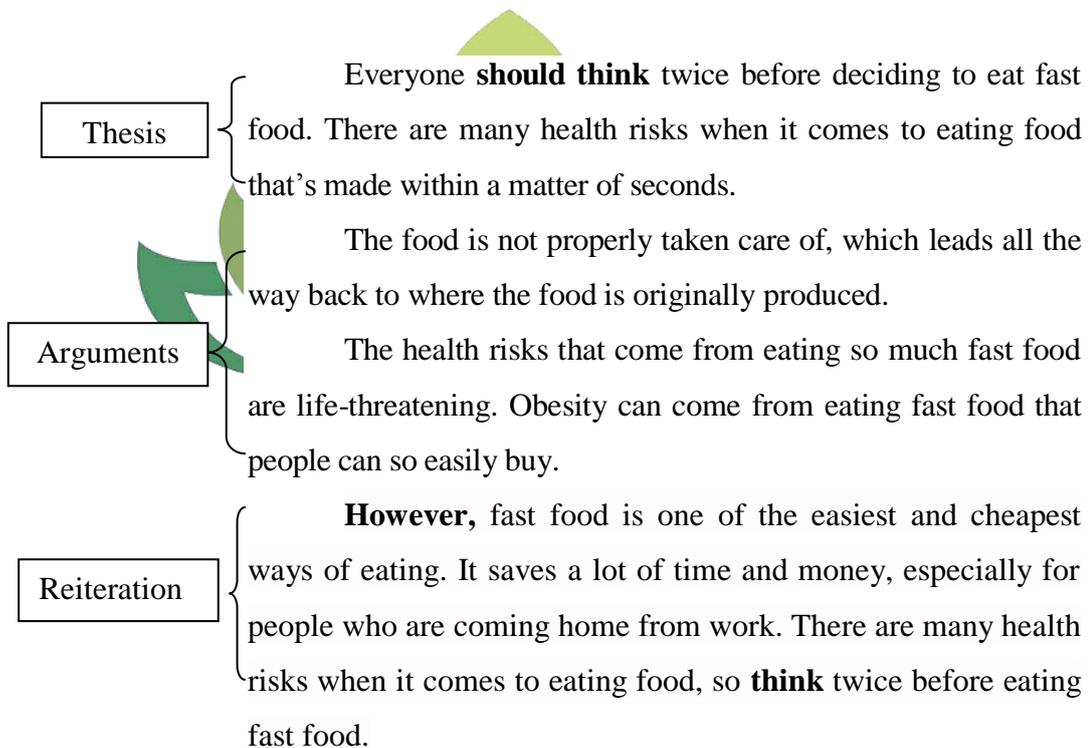
Reiteration

Some parents also stop their children from reading certain books on religious ground. It is completely

understandable if the book promotes Satanism, or desirable practices, but in many cases, censorship is totally unnecessary. Books are often banned on the basis of referring to magic, or witchcraft. **While** some beliefs do say that these things are bad, if they are included in the work of fiction and they are not going to do any harm to a child. The focus **should not** be on specific things that may crop up in the book, but on the messages that it conveys. Ultimately, the best things and keep an open mind. Reading is good for children, so, parents **shouldn't** discourage it.

Passage 4

Reading text taken from unit 4 on page 79



Appendix 5

Passage 5

Reading text taken from unit 5 on page 83

Britain's Roman Villas

Identification

Numerous monuments recall the 400 or so years for Britain was part of the Roman empire, like **ancient** city walls, old roads, and front defenses. However, **it is** at the villas that one feels closest to the everyday life of Roman Britain.

Descriptions

The villas were homes. In their kitchens, bread was baked. Along their corridors echoed family conversations. They were – built **handsomely** decorated. The first villa was **built** around 80-90 A.D. It was **small** farm. Later on, the house was extended, and kitchens and baths were added.

It is known that many villas were destroyed by fire. Their ruins remained hidden for years and **it is** often, by accident, that a site **is discovered**.

In Hampshire, a number of oyster-shells were found by a farmer, and the shells, remnants of a long-ago feast, led to discovery of the villa at Rockbourne.

Passage 6

Reading text taken from unit 5 on page 83

Pretzels

Identification

The ideal pretzel, as served in Germany, **has dark brown, crispy, salty, crust**, and inside a **soft** dough. It **has** plump ‘body’, and **thin, crispy**, (not dry) crossed ‘arms’.

Descriptions

The pretzel **is traditionally made** from white (wheat) flour, malt, salt, yeast, and water. In some region in Germany, fat is **added** to the dough to soften it. Other variations use whole wheat flour, spelt flour, or a mixture of different flours. Pretzels

are topped with coarse salt or sometimes with sesame seeds, sun flower seeds, or poppy seeds.

Descriptions

Before baking, the formed pretzel is **dunked** briefly in a mixture of sodium hydroxide and water. In German this mixture called Natronlauge. **This is** what gives the pretzel its unique color and flavor. Because of this technique, this type of pretzel **is** also called Laugenbrezel.

Passage 7

Reading text taken from unit 5 on page 84

Batak Ulos

Identification

Ulos is a traditional cloth of the batak people of north Sumatra. Different kinds of ulas **have** different ceremonial significance. The ulos **is normally worn** draped over one or both shoulders or in weddings **ceremonially** bind the bride and groom together. **Ulos are traditionally** hand woven and, in the case of higher quality examples, are significant family heirlooms, to be worn at **important** events, such as funerals and weddings.

Descriptions

Originally, ulos was only used as an ordinary cloth. However, it later developed into a symbol of love, traditional ceremony requirements, and society structural system symbol. Evenmore, **ulos is** a believed to have a supernatural power and thus considered “**sacred**” and that **it has** special power to protect the user.

Descriptions

There are many kind and designs of ulos, which have their own respective meaning in accordance to the characteristics, conditions, functions, and some relations. Traditional ceremonies like wedding, birth, death, and other rituals will never take place without ulos. If ulos **is used** by a man, the upper part of it **is called** ande-ande , the lower part is

Descriptions

called singhot and the one used on the head is called tali-tali or bulang –bulang. However, because of its sacred value, not all ulos used on some occasions. In everyday life, men **wear** ulos with box pattern over a black shirt named baju kurung without wearing any shoes and sandals.



Appendix 6

Passage 8

Reading text taken from unit 5 on page 89

CAMERA

General
Classification

A camera **is** an optical instrument that records images which **can be stored directly, transmitted** to another location, or both. These images may be still photographs or moving images, such as videos or movies. The term “camera” (latin for “dark chamber”), which was an early mechanism for projecting images. The **modern** camera evolved from the cameras obscure.

Descriptions

A camera may work with the light of **visible** spectrum or with other portions of the electromagnetic spectrum. A still camera **is** a optical device which creates singles image of an subject or scene, and records it into an electronic sensor or photographic medium. All cameras utilized the same basic design: light enters an enclosed box through a converging lens and an image I recorded on light-sensitive medium. A shutter mechanism **controls** the length of time that light can enter the camera. Most cameras **have** functions which allow a person to view the scene to be recorded, allow for a desired part of the scene to be focus , and to control the exposure, so that it is not too bright or too dim. A data display, often a liquid crystal display (LCD) **permits** the user to view settings such as a film speed, exposure, and shutter speed.

A film or video camera **operates** similarly to a still camera, except it records a series of static images in rapid succession, **commonly** at a rate of 24 frames per second. When the images **are combined and displayed** in order, the illusion of motion is achieved.

Descriptions

A **wide** range of film and plate formats **have been used** by cameras. In the first cameras, plate sized were often specific for the make and model of camera, although there **quickly** develop some standardization for the more popular cameras. To introduction of film drove the standardization process still further, so that by the 1950s, only a few standard roll providing 8, 12, 16 exposures, 220 film providing 16 or 24 exposures, 127 film providing 8, or 12 exposures (principally in Bronie cameras) and 135 (35mm film) providing 12, 20 or 36 exposures – or up to 72 exposures in the half-frame format, or in bulk cassettes for the Leica Camera range.

Passage 9

Reading text taken from unit 5 on page 90

Seafood

General Classification

Seafood **is** any form of sea life regarded as food by humans. Seafood predominantly includes fish, and shellfish. Shellfish include various species of mollusks, crustaceans, and echinoderms. Historically, sea mammals, such as whales and dolphins **have been consumed** as food, though that happens to a lesser these days. Edible sea plants, such as some seaweeds and microalgae, **are** widely eaten as food around the world, especially in Asia. In North America, although not generally in the United Kingdom, the term seafood **is extended** to **fresh** water organism eaten by humans, so all edible equate, life may be referred as seafood.

Descriptions

The harvesting of wild seafood **is known** as fishing and cultivation, and farming of seafood **is known** as aquaculture, mariculture, or in this case of fish , fish farming. Seafood is often distinguished from meat, although it is still animal and so **is excluded** from a strict vegetarian diet. Seafood is an **important** source of protein in many diets around the world, especially in coast areas.

Most of the seafood harvest **is consumed** by humans, but **significant** proportion **is used** as fish food to farm other fish or rear farm animals. Some seafood (kelp) **is used** as food for other plants (fertilizer). In these ways, seafood is **indirectly** used to **produce** further food human consumption. Products, such as fish oil and spirulina tablets, **are also extracted** from seafood. Some seafood **is fed** to aquarium fish, or **used** to feed

Descriptions

domestic pets, such as cats, and **small** proportion is used in medicine, or is used industrially for non-food purposes (leather).

Fish is highly perishable product. The ‘fishy’ smell of dead fish is due to the breakdown of amino acid into biogenetic amines and ammonia. Live food fish **are often transported** in tanks at great expense for an international market that prefers its seafood killed immediately before it **is cooked**.

Because fish is so perishable, it **must be eaten** promptly or discarded; it **can be kept** for only a short time. In many counties, fresh fish **are filleted and displayed** for sale on a bed of crushed ice or in a refrigerated case. Fresh fish **is most commonly found** near bodies of water, but the advent of refrigerated train and truck transportation has made fresh fish more widely available inland. Long term preservation of fish **is accomplished** in a variety of ways. The oldest and still most widely used techniques are drying and salting. Desiccation **is commonly used to preserve** fish such as cod. Partial drying and salting is popular for the preservation of fish like herring and mackerel. Fish, such as salmon, tuna, and herring, **are cooked and canned**. Most fish **are filleted** prior to canning, but some small fish (e.g. sardines) **are only decapitated and gutted** prior to canning.

Passage 10

Reading text taken from unit 5 on page 91

Deserts

General
Classification

Far from being barren wasteland, deserts **are biologically** rich habitats a vast of animal and plants that have adapted to the harsh condition there. Some deserts **are** among the planet’s last remaining areas of total wilderness. Yet more than one billion people, one-sixth of the earth’s population, actually live in desert regions.

Descriptions

Deserts **cover** more than one fifth of the earth’s land, and they **are found** on every continent. A place that receives less than 10 inches (25 centimeters) of rain per year is considered a desert. Deserts are part of wider classification of region called ‘dry lands’. These areas exist under a moisture deficit, which means they can **frequently** lose more moisture

through evaporation than they **receive** from annual precipitation.

Despite the common conceptions of desert as dry and hot, they are **cold** deserts as well. The largest hot desert in the world, northern Africa Sahara, reaches temperature of up to 122 degrees Fahrenheit (50 degrees Celsius) during the day, however some deserts are always cold. Like the Gobi desert in Asia and the desert on the continent of Antarctica. Others are mountainous. Only about 10 percent of deserts **are covered** by sand dunes. The driest deserts **get** less than half an inch (one centimeter) of precipitation each year, and that is from condensed fog, not rain.

Desert animals **have adapted** ways to help them keep cool and use less water. Camels, for example, can go for days without food and water. Many desert animals **are** nocturnal, coming out to hunt only when the brutal sun has descended. Some animals, like the desert tortoise in the southwestern United States, spend much of their time underground. Most desert birds **are** nomadic, crisscrossing the skies in search of food. Because of their very special adaptations, desert animals are extremely vulnerable to introduced predators and changes to their habitat.

Desert plants may have to go without fresh water for years at a time, some plants **have adapted** to the arid climate by growing long roots that tap water from deep underground. Other plants, such as cacti, have special means of storing and conserving water. Many desert plants can live to be hundreds of years old. Some of the world's semi-arid region is turning into deserts at an alarming rate. This process, known as desertification, **is not caused** by drought, but usually **arises** from the demands of human population that settle the semi-arid lands to **grow** crops and graze animals. The pounding of the soil by the hooves erodes by the wind water.

Global warming also **threatens** change the ecology of deserts. Higher temperatures may **produce** an increasing number of wildfires that alter desert landscapes by eliminating **slow-growing** trees and shrubs and replacing them with **fast-growing** grasses.

Descriptions

Passage 11

Reading text taken from unit 8 on page 151

What is a tsunami?

General
Classification

Tsunami **is** a Japanese word: 'tsu' meaning harbour and 'nami' meaning wave. Tsunami **are** waves **caused** by sudden movement of the ocean surface due to earthquakes, landslides on the sea floor, land slumping into the ocean, large volcanic eruptions or meteorite impact in the ocean. Until recently, tsunami **were called** tidal waves, but this term because tsunami generation **has** nothing to do with tides.

Descriptions

A tsunami **is** different from a wind-generated surface wave on the ocean. The passage of a tsunami **involves** the movement of water from the surface to the seafloor. Which means its speed **is controlled** by the water depth. **Consequently**, as the wave approaches land and reaches increasingly **shallow** water, it slows. However, the water column still in deeper water is moving **slightly** faster and catches up, resulting in the wave bunching up and becoming much higher. A tsunami **is** often a series of waves and the first may not necessarily be the largest.

When a tsunami **travels** over a long and gradual slope, it **allows** time for the tsunami to **grow** in wave height. This **is called** shoaling and typically occurs in shallow water less than 100 meters deep. Successive peaks can be anywhere from five to 90 minutes apart. In the open ocean, even the largest tsunami are **relatively small**, with wave heights of less than one meter. The shoaling effect can increase this wave height to a degree such that the tsunami could potentially reach an onshore height of up to 30 meters above sea level. However, depending on the nature of a tsunami and the near shore surroundings, a tsunami may also sometimes **create** only **barely** noticeable ripples.

Passage 12

Reading text taken from unit 8 on page 152

Teenage Bullying

General
Classification

Bullying **includes** behaviors that focus on making someone else feel inadequate, or focus on belittling someone else. Bullying **includes** harassment, physical harm, repeatedly demeaning speech and efforts to ostracize another person. Bullying is active, and **is done** with the intention of bringing another person down. It is **important** to realize that there are different kinds of bullying.

Physical Bullying: This **is** the most obvious form of bullying. In this type of bullying, the instigator **attempts** to physically dominate another teen. This usually **includes** kicking, punching and other **physically** harmful activities. These **are designed** to instill fear in the one bullied, and possible coerce him or her to do something.

Verbal Bullying: When someone verbally **bullies** another, he or she **uses** demeaning language to tear down another's self-image. Bullies who use verbal techniques **excessively** tease others, say belittling things and use a great deal of sarcasm with the intent to **hurt** the other person's feelings or humiliate the other teen in front of others.

Emotional Bullying: This **is** even more subtle than verbal bullying. Teenage bullying that includes emotional methods aims at getting someone else to feel isolated, alone and may even prompt depression. This type of bullying **is designed** to get others to ostracize the person being bullied.

Cyber Bullying: Electronic bullying **is** becoming a very real problem for teens. This type of bullying **uses** instant messaging, cell phone text messages and online social networks to humiliate and embarrass others. This can be especially devastating to the people **being bullied**, since they cannot even find a safe place in the virtual world.

There **are** a number of effects that come with teenage bullying. First of all, there are the obvious physical problems and injuries that can result from physical bullying. However, emotional, verbal and cyber bullying can deeply affect teens as well. These activities can lead to depression (and even suicide),

Descriptions

Descriptions

drug use and stunted social development. These are problems that can affect a person well into adulthood.

Another problem can be that of retaliation. In some cases, bullied teens have violent fantasies of attacking their tormentors. There are instances in which these teens become violent, turning on their classmates in order to get revenge. This can be a cause of heartbreak and difficulty.

Passage 13

Reading text taken from unit 8 on page 154

Tornado

General Classification

Tornadoes **are known** as one of the most damaging disasters. What is the description of tornadoes? A tornado is a very **powerful** column of winds which spirals around a center of **low** atmospheric pressure. A tornado will look like a large black funnel which hangs down from a storm cloud.

Descriptions

The name “tornado” derives from the Latin “tonare”. It means “to thunder”. While the Spanish developed the word into “tornear” which means “to turn or twist”. This is why a tornado **is** sometimes **called** twister or cyclone.

The winds inside a twister can **spin** around at speeds up to 500 miles an hour, but it usually **travels** at roughly 300 miles an hour. This speed twisting **makes** a tornado the most dangerous storm.

Descriptions

The average tornado **has** a diameter of about 200 to 300 yards. The smaller tornadoes **are known** as satellite tornadoes. These small offspring, about 50 yards across, can be **very** fierce and do lots of damage.

The forming of a tornado can be **very quick**. Sometimes it can form in a minute or less. A tornado can travel across the ground at high speeds, then it can suddenly vanish. Most tornadoes last less than twenty minutes and travel less than 15 miles. However, the super storms sometimes travel over 100 miles before they **are exhausted**.

Appendix 7

Passage 14

Reading text taken from unit 8 on page 155

Water Cycle

General
Statement

Water **is** the basic element of nature. **It covers** 70% of the Earth's surface. Water **needs** to be replenished, purified, and circulated again and again, so that **it can** perform its functions. Nature **does** this job through a process called the water cycle. The following are the process of the water cycle:

Sequences of
Explanation

As the sun shines, it heats up water from the sea, causing the water to evaporate in a form of a gas, so it **cannot** be seen. This is called water vapor.

The water vapor **moves** up into the sky where **it cools**, forming big, fluffy white clouds. The clouds, then, move with the wind over the land.

Atmospheric temperature and pressure changes **cause** the water vapor to condense into small droplets. **When** the water droplets in the clouds become too large they start to fall.

The droplets **fall** as rain, snow, sleet, or hail. Once the water **hits** the ground again, some of it sinks into the Earth, some of it stays in lakes, some of it turns to ice, but most forms rivers and streams which return the water to the sea.

Passage 15

Reading text taken from unit 8 on page 156

Why Do Kids Bully?

General
Statement

Some bullies are looking for attention. **They might** think bullying **is** a way to be popular or to get what **they** want. Most bullies **are** trying to make themselves feel more important. **When they** pick on someone else, **it can make** them feel big and powerful.

Sequences of
Explanation

Some bullies **come** from families where everyone is angry and shouting all the time. They **may think** that being angry, calling names, and pushing people around **is** a normal way to act. Some bullies are copying what they've seen someone else do. Some have been bullied themselves.

Sequences of
Explanation

Sometimes bullies **know** that what they're doing or saying hurts other people. But other bullies **may not** really know how hurtful their actions can be. Most bullies **don't understand** or care about the feelings of others.

Bullies often pick on someone they think they **can** have power over. They **might** pick on kids who get upset easily or who have trouble sticking up for themselves. Getting a big reaction out of someone **can make** bullies feel like they have the power they **want**. Sometimes bullies **pick** on someone who is smarter than they are or different from them in some way. Sometimes bullies just **pick** on a kid for no reason at all.

Gemma told her mom that this one kid was picking on her for having red hair and freckles. She wanted to be like the other kids but she couldn't change those things about herself. Finally, Gemma made friends at the local swimming pool with a girl who wished she had red hair like Gemma's. The two girls became great friends, and Gemma learned to ignore the mean girl's taunts at school.

Passage 16

Reading text taken from unit 8 on page 160

Tsunamis

General
Statement

A tsunami **is** a series of ocean waves that sends surges of water, sometimes reaching heights of over 100 feet (30.5 meters), onto land. These walls of water **can cause** widespread destruction **when they crash** ashore.

These awe-inspiring waves **are** typically caused by large, undersea earthquakes at tectonic plate boundaries. **When** the ocean floor at a plate boundary rises or falls suddenly, **it displaces the** water above it and launches the rolling waves that will become a tsunami.

Sequences of
Explanation

Most tsunamis, about 80 percent, **happen** within the Pacific Ocean's "Ring of Fire," a geologically active area where tectonic shifts make volcanoes and earthquakes common.

Tsunamis **may also be** caused by underwater landslides or volcanic eruptions. They **may** even be launched, as they frequently were in Earth's ancient past, by the impact of a large meteorite plunging into an ocean.

Sequences of
Explanation

Tsunamis race across the sea at up to 500 miles (800 kilometers) an hour—about as fast as a jet airplane. **At that pace, they can** cross the entire expanse of the Pacific Ocean in less than a day. And their long wavelengths mean they **lose** very little energy along the way.

In deep ocean, tsunami **waves may** appear only a foot or so high. But as they **approach** shoreline and enter shallower water they **slow down** and **begin** to grow in energy and height. The tops of the waves **move** faster than their bottoms do, which causes them to rise precipitously.

A tsunami's trough, the low point beneath the wave's crest, often **reaches** shore first. When it does, **it produces** a vacuum effect that sucks coastal water seaward and exposes harbor and sea floors. This retreating of sea water **is** an important warning sign of a tsunami, because the wave's crest and its enormous volume of water typically **hit** shore five minutes or so later. Recognizing this phenomenon **can** save lives.

A tsunami **is** usually composed of a series of waves, called a wave train, so its destructive force **may be** compounded as successive waves reach shore. People experiencing a tsunami **should** remember that the danger **may not** have passed with the first wave and **should** await official word that it is safe to return to vulnerable locations.

Some tsunamis **do not appear** on shore as massive breaking waves but instead resemble a quickly surging tide that inundates coastal areas.

The best defense against any tsunami **is** early warning that allows people to seek higher ground. The Pacific Tsunami Warning System, a coalition of 26 nations headquartered in Hawaii, **maintains** a web of seismic equipment and water level gauges to identify tsunamis at sea. Similar systems are proposed to protect coastal areas worldwide.

Table 8
Result Social Function of Genre in the Textbook

Nu.	Genre of Text	Title of Passages	U n i t	P a g e	Social Function of Linda Gerot and Peter Wignell Theory	Social Function of The Text in Textbook	Explanation
1.	Analytical Exposition	-	1	17	To persuade the reader or listener that something is the case	To persuade the readers that thinking about some considerations when looking for a new job is important	In paragraph two, three, four, and five, there were some considerations when looking for a new job. <i>(See Appendix 4)</i>
2.	Analytical Exposition	Are Video Games a Good Way to Keep Fit?	2	21		To persuade the readers that interactive video games are good for some reasons.	In the first paragraph, it was mentioned that video games are good for some reasons. In the second and the third paragraph, mentioned the good reasons of playing interactive video games. In the last paragraph, the writer restated that video games are good. <i>(See Appendix 4)</i>
3.	Analytical Exposition	Should Parent	4	65		To persuade the readers that parent should	In the first paragraph, it was mentioned that parent should censor their children's reading

		Censor Their Children's Reading Materials?				censor their children's reading materials in some ways	materials in some ways. In the second and the third paragraph, mentioned the ways of censoring their children's reading materials. In the last paragraph, the writer restated that parent should censor their children's reading materials in some ways. <i>(See Appendix 4)</i>
4.	Analytical Exposition	-	4	79		To persuade the readers that everyone should think twice before eating fast food.	In the first paragraph, it was mentioned that everyone should think twice before eating fast food. In the second and the third paragraph, mentioned the health risks when eating fast food. In the last paragraph, the writer restated that everyone should think twice before eating fast food. <i>(See Appendix 4)</i>
5.	Descriptive	Britain's Roman Villas	5	83	To describe a particular person, place or thing	To describe Britain's Roman Villas	The text described about Britain's Roman Villas in the second, third and the fourth paragraph. <i>(See Appendix 5)</i>
6.	Descriptive	Pretzels	5	83		To describe Pretzels	The text described Pretzels in the second and the third paragraph <i>(See Appendix 5)</i> .
7.	Descriptive	Batak	5	84		To describe Batak Ulos	The text described Batak Ulos in the second and

		Ulos					the third paragraph (<i>See Appendix 5</i>).
8.	Report	Camera	5	89	To describe the way things are, with reference to a range of natural, man-made and social phenomena in our environment	To describe camera	In the second, third, and the fourth paragraph, they described about camera. (<i>See Appendix 6</i>)
9.	Report	Seafood	5	90		To describe seafood	In the second, third, fourth, and the fifth paragraph, they described about seafood. (<i>See Appendix 6</i>)
10.	Report	Deserts	5	91		To describe deserts	In the second, third, fourth, fifth, and the sixth paragraph, they described about deserts. (<i>See Appendix 6</i>)
11.	Report	What is Tsunami ?	8	151		To describe tsunami	In the second, and the third paragraph, they described about tsunami. (<i>See Appendix 6</i>)
12.	Report	Teenage Bullying	8	152		To describe teenage bullying	In the second, third, fourth, fifth, sixth, and the seventh paragraph, they described about teenage bullying. (<i>See Appendix 6</i>)
13.	Report	Tornado	8	154		To describe tornado	In the second, third, fourth, and the fifth paragraph, they described about tornado. (<i>See Appendix 6</i>)
14.	Explanation	Water Cycle	8	155		To explain the processes	To explain the process of water cycle In the second, third, fourth, and the fifth paragraph, there were processes of water cycle.

					involved in		<i>(See Appendix 7)</i>
15.	Explanation	Why Do Kids Bully?	8	156	the formation or workings of natural or	To explain why kids bully	In the second, third, fourth, and the fifth paragraph, there were processes of bullying. <i>(See Appendix 7)</i>
16.	Explanation	Tsunamis	8	160	sociocultural phenomena	To explain how tsunamis happen	In the second until the tenth paragraph, there were explanations of how tsunami happened. <i>(See Appendix 7)</i>



Table 9
Result Generic Structure of Genre in the Textbook

Nu.	Genre of Text	Title of Passages	Unit	Page	Generic Structure of Linda Gerot and Peter Wignell Theory	Generic Structure of The Text in Textbook	Explanation
1.	Analytical Exposition	-	1	17	<ul style="list-style-type: none"> - Thesis - Argument - Reiteration 	<ul style="list-style-type: none"> - Thesis - Arguments - Reiteration 	<ul style="list-style-type: none"> - Thesis: In the first paragraph, there was the writer's opinion about important considerations when looking for new job. - Argument: In paragraph two, three, four, and five, they contained some considerations when looking for a new job. - Reiteration: In the last paragraph, the writer restated his opinion by giving the result of ignoring the things when looking for a new job. <i>(See Appendix 4)</i>
2.	Analytical Exposition	Are Video Games a Good Way to Keep Fit?	2	21	<ul style="list-style-type: none"> - Thesis - Argument - Reiteration 	<ul style="list-style-type: none"> - Thesis - Arguments - Reiteration 	<ul style="list-style-type: none"> - Thesis: In the first paragraph, it was mentioned that video games are good for some reasons. - Argument: In the second and the third paragraph, mentioned the good reasons of playing interactive video games.

						<ul style="list-style-type: none"> - Reiteration: In the last paragraph, the writer restated that video games are good. <i>(See Appendix 4)</i>
3.	Analytical Exposition	Should Parent Censor Their Children's Reading Materials?	4	65	<ul style="list-style-type: none"> - Thesis - Arguments - Reiteration 	<ul style="list-style-type: none"> - Thesis: In the first paragraph, it was mentioned that parent should censor their children's reading materials in some ways. - Arguments: In the second and the third paragraph, the writer mentioned the ways of censoring their children's reading materials. - Reiteration: In the last paragraph, the writer restated that parent should censor their children's reading materials in some ways. <i>(See Appendix 4)</i>
4.	Analytical Exposition	-	4	79	<ul style="list-style-type: none"> - Thesis - Argument - Reiteration 	<ul style="list-style-type: none"> - Thesis: In the first paragraph, it was mentioned that everyone should think twice before eating fast food. - Arguments: In the second and the third paragraph, mentioned the health risks when eating fast food. - Reiteration: In the last paragraph, the writer restated that everyone should think twice before

							eating fast food. <i>(See Appendix 4)</i>
5.	Descriptive	Britain's Roman Villas	5	83		<ul style="list-style-type: none"> - Identification - Description 	<ul style="list-style-type: none"> - Identification: The writer introduced Britain's Roman Villas in the first paragraph. - Descriptions: There were description about Britain's Roman Villas in the second, third and the fourth paragraph. <i>(See Appendix 5)</i>
6.	Descriptive	Pretzels	5	83	<ul style="list-style-type: none"> - Identification - Description 	<ul style="list-style-type: none"> - Identification - Description 	<ul style="list-style-type: none"> - Identification: The writer introduced Pretzels in the first paragraph. - Descriptions: There were description about Pretzels in the second and the third paragraph <i>(See Appendix 5)</i>.
7.	Descriptive	Batak Ulos	5	84	<ul style="list-style-type: none"> - Identification - Description 	<ul style="list-style-type: none"> - Identification - Description 	<ul style="list-style-type: none"> - Identification: The writer introduced Ulos in the first paragraph. - Descriptions: There were description about Batak Ulos in the second and the third paragraph <i>(See Appendix 5)</i>.
8.	Report	Camera	5	89	<ul style="list-style-type: none"> - General Classification - Description 	<ul style="list-style-type: none"> - General Classification - Description 	<ul style="list-style-type: none"> - General Classification: The first paragraph told about what camera is. - Descriptions: In the second, third, and the fourth paragraph, there were description about camera.

							(See Appendix 6)
9.	Report	Seafood	5	90		<ul style="list-style-type: none"> - General Classification - Description 	<ul style="list-style-type: none"> - General Classification: The first paragraph told about what seafood is. - Description: In the second, third, fourth, and the fifth paragraph, there were description about seafood. (See Appendix 6)
10.	Report	Deserts	5	91		<ul style="list-style-type: none"> - General Classification - Description 	<ul style="list-style-type: none"> - General Classification: The first paragraph told about what deserts is. - Descriptions: In the second, third, fourth, fifth, and the sixth paragraph, there were description about deserts. (See Appendix 6)
11.	Report	What is Tsunami?	8	151		<ul style="list-style-type: none"> - General Classification - Description 	<ul style="list-style-type: none"> - General Classification: The first paragraph told about what tsunami is. - Descriptions: In the second, and the third paragraph, there were description about tsunami. (See Appendix 6)
12.	Report	Teenage Bullying	8	152		<ul style="list-style-type: none"> - General Classification - Description 	<ul style="list-style-type: none"> - General Classification: The first paragraph told about what bullying is. - Descriptions: In the second, third, fourth, fifth, sixth, and the seventh paragraph, there were

							description about teenage bullying. (<i>See Appendix 6</i>)
13.	Report	Tornado	8	154		<ul style="list-style-type: none"> - General Classification - Description 	<ul style="list-style-type: none"> - General Classification: The first paragraph told about what tornado is. - Descriptions: In the second, third, fourth, and the fifth paragraph, there were description about tornado. (<i>See Appendix 6</i>)
14.	Explanation	Water Cycle	8	155	<ul style="list-style-type: none"> - General statement - Sequenced explanation 	<ul style="list-style-type: none"> - General statement - Sequenced explanation 	<ul style="list-style-type: none"> - General statement: There were general statements about water cycle in the first paragraph. - Sequenced explanation: In the second, third, fourth, and the fifth paragraph, there were processes of water cycle. (<i>See Appendix 7</i>)
15.	Explanation	Why Do Kids Bully?	8	156	<ul style="list-style-type: none"> - General statement - Sequenced explanation 	<ul style="list-style-type: none"> - General statement - Sequenced explanation 	<ul style="list-style-type: none"> - General statement: There were general statements about bullying in the first paragraph. - Sequenced explanation: In the second, third, fourth, and the fifth paragraph, there were processes of bullying. (<i>See Appendix 7</i>)
16.	Explanation	Tsunamis	8	160	<ul style="list-style-type: none"> - General statement 	<ul style="list-style-type: none"> - General statement 	<ul style="list-style-type: none"> - General statement: There were general statements about tsunamis in the first

					- Sequenced explanation	- Sequenced explanation	paragraph. - Sequenced explanation: In the second until the tenth paragraph, there were explanations of how tsunami happened. (<i>See Appendix 7</i>)
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Table 10
Instrument Language Features of Genre in the Textbook

Nu.	Genre of Text	Title of Passages	Unit	Page	Language Features of Linda Gerot and Peter Wignell Theory	Language Features of the Text in Textbook
1.	Analytical Exposition	-	1	17	a. It focuses on generic human and non-human participants. b. It uses mental verbs. c. It uses connectives. d. It uses Modality	a. It focused on generic non-human participants: important considerations when looking for a new job b. It used mental verbs: think, understand c. It used connectives: First, then, As a result d. It used modality: ought to, should, might <i>(See Appendix 4)</i>
2.	Analytical Exposition	Are Video Games a Good Way to Keep Fit?	2	21	a. It focuses on generic human and non-human participants. b. It uses mental verbs. c. It uses connectives. d. It uses Modality	a. It focused on generic non-human participants: video games b. It used mental verbs: think, believe c. It used connectives: First of all, in addition, to sum up d. It used modality: might <i>(See Appendix 4)</i>
3.	Analytical Exposition	Should Parent Censor Their Children's Reading	4	65	a. It focuses on generic human and non-human participants. b. It uses mental verbs. c. It uses connectives. d. It uses Modality	a. It focused on generic human participants: parent censor children's materials in some ways b. It used mental verbs: seems c. It used connectives: Therefore, However, Otherwise, While d. It used modality: should, shouldn't, would, may

		Materials?				<i>(See Appendix 4)</i>
4.	Analytical Exposition	-	4	79		<ul style="list-style-type: none"> a. It focused on generic non-human participants: fast food b. It used mental verbs: think c. It used connectives: however d. It used modality: should <i>(See Appendix 4)</i>
5.	Descriptive	Britain's Roman Villas	5	83	<ul style="list-style-type: none"> a. It focuses on describing specific participants. b. It uses present tense. c. It uses action verbs. d. It uses adjectives and compound adjectives. e. It uses adverbs. 	<ul style="list-style-type: none"> a. It focused on describing specific participants: Britain's Roman Villas b. It used present tense: it is c. It used action verbs: built d. It used adjectives: ancient, small e. It used adverbs: handsomely <i>(See Appendix 5)</i>
6.	Descriptive	Pretzels	5	83	<ul style="list-style-type: none"> c. It uses action verbs. d. It uses adjectives and compound adjectives. e. It uses adverbs. 	<ul style="list-style-type: none"> a. It focused on describing specific participants: Pretzels b. It used present tense: has, this is, is, are c. It used action verbs: made, added, dunked d. It used adjectives: dark, brown, crispy, salty, crust, soft, thin, crispy e. It used adverbs: traditionally <i>(See Appendix 5)</i>

7.	Descriptive	Batak Ulos	5	84		<p>a. It focused on describing specific participants: Batak Ulos</p> <p>b. It used present tense: Ulos is, have, are, has, wear</p> <p>c. It used action verbs: wear, used</p> <p>d. It used adjectives: traditional, important, sacred,</p> <p>e. It used adverbs: normally, traditionally, ceremonially</p> <p><i>(See Appendix 5)</i></p>
8.	Report	Camera	5	89	<p>a. It focuses on describing generic participants.</p> <p>b. It uses present tense.</p> <p>c. It has no temporal sequences.</p>	<p>a. It focused on describing generic participants: Camera</p> <p>b. It used present tense: is, have, permits, operates, controls</p> <p>c. It had no temporal sequences</p> <p>d. It used action verbs: operates, controls</p> <p>e. It used adjectives: modern, visible, wide</p> <p>f. It used adverbs: commonly, quickly, directly</p> <p>g. It used passive voice: are combined and displayed, can be stored, have been used</p> <p><i>(See Appendix 6)</i></p>
9.	Report	Seafood	5	90	<p>d. Action verbs are used.</p> <p>e. Adjectives and compound adjectives are</p>	<p>a. It focused on describing generic participants: Seafood</p> <p>b. It used present tense: is, are,</p> <p>c. It had no temporal sequences</p> <p>d. It used action verbs: produce, made, preserve</p> <p>e. It used adjectives: fresh, significant, important, small</p>

					used. f. Adverbs are used.	f. It used adverbs: indirectly, commonly g. It used passive voice: have been consumed, is extended , is known, is consumed, is used, are also extracted, are often transported, are filleted and displayed, are filleted, are cooked and canned, are only decapitated and gutted <i>(See Appendix 6)</i>
10.	Report	Deserts	5	91		a. It focused on describing generic participants: Deserts b. It used present tense: are, cover, receive, get, threatens c. It had no temporal sequences d. It used action verbs: arises, grow, produce e. It used adjectives and compound adjectives: dry, cold, slow-growing, fast –growing f. It used adverbs: biologically, frequently g. It used passive voice: are found, are covered <i>(See Appendix 6)</i>
11.	Report	What is Tsunami?	8	151		a. It focused on describing generic participants: Tsunami b. It used present tense: has, involves, travels, allows c. It had no temporal sequences d. It used action verbs: travels, grow, create e. It used adjectives: shallow, small,

					<p>f. It used adverbs: slightly, consequently, relatively, barely</p> <p>g. It used passive voice: is controlled, are caused, were called, is called</p> <p><i>(See Appendix 6)</i></p>
12.	Report	Teenage Bullying	8	152	<p>a. It focused on describing generic participants: teenage bullying</p> <p>b. It used present tense: includes, attempts, bullies, uses</p> <p>c. It had no temporal sequences</p> <p>d. It used action verbs: bullies, hurt,</p> <p>e. It used adjectives: important, physical, verbal, emotional</p> <p>f. It used adverbs: excessively, physically,</p> <p>g. It used passive voice: is done, are designed</p> <p><i>(See Appendix 6)</i></p>
13.	Report	Tornado	8	154	<p>a. It focused on describing generic participants: tornado</p> <p>b. It used present tense: makes, travels, has</p> <p>c. It had no temporal sequences</p> <p>d. It used action verbs: spin, makes, travels</p> <p>e. It used adjectives: quick, powerful, low</p> <p>f. It used adverbs: very</p> <p>g. It used passive voice: are known, is called, are exhausted</p>

						<i>(See Appendix 6)</i>
14.	Explanation	Water Cycle	8	155	<p>a. It focuses on generic and non-human participants.</p> <p>b. It uses verbs in the present tense</p> <p>c. It uses action verbs.</p> <p>d. It uses temporal and causal circumstances and conjunctios.</p>	<p>a. It focused on generic and non-human participants: water cycle</p> <p>b. It used verbs in the present tense: is, covers, needs, does, heats, moves, cools, fall, hits</p> <p>c. It used action verbs: covers, does, heats, moves, cools, fall, hits</p> <p>d. It used temporal and causal circumstances and conjunctios: as the sun shines, when</p> <p>e. It used modality: can, can not</p> <p>f. It used pronominal reference: it</p> <p><i>(See Appendix 7)</i></p>
15.	Explanation	Why Do Kids Bully?	8	156	<p>e. It uses modality.</p> <p>f. It uses pronominal reference</p>	<p>a. It focused on generic and non-human participants: bullying</p> <p>b. It used verbs in the present tense: come, don't understand, know, pick, want</p> <p>c. It used action verbs: come, know, pick</p> <p>d. It used temporal and causal circumstances and conjunctios: when,</p> <p>e. It used modality: might, can, may</p> <p>f. It used pronominal reference: they, it</p> <p><i>(See Appendix 7)</i></p>

16.	Explanation	Tsunamis	8	160	<p>a. It focused on generic and non-human participants: tsunamis</p> <p>b. It used verbs in the present tense: crash, displaces, happen, lose, approach, slow down , begin, move, reaches, produces, appear</p> <p>c. It used action verbs: crash, displaces, lose, approach, slow down , begin, move, reaches, produces</p> <p>d. It used temporal and causal circumstances and conjunctios: At that pace, when, In deep ocean</p> <p>e. It used modality: can, may, may not, should,</p> <p>f. It used pronominal reference: they, it</p> <p><i>(See Appendix 7)</i></p>
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Appendix 11

Table 11
Result Syllabus Point Checklist of Basic Competence of Genre

Nu. BC	Basic competence	Available (√/-)	Unit	Page	Passage/Text	Explanation
3.4	Distinguishing social functions, text structures, and linguistic elements of some oral and written analytical exposition texts by giving and soliciting information on actual issues, in the context of their use	√	1, 2 and 4	17, 21, 65, 79	See Appendix 4	In the textbook, there were four texts belonging to analytical exposition texts. They were in line with basic competence 3.4 of Syllabus 2013 Curriculum.
3.5	Implementing social functions, textual structures, and linguistic elements of transactions between oral and written transactions involving the act of giving and	√	5 and 8	89, 90, 91, 151, 152, 154.	See Appendix 6	In the textbook, there were six texts belonging to scientific texts using passive voice. They were in line with basic competence 3.5 of Syllabus 2013 Curriculum.

	<p>soliciting information relating to circumstances / actions / activities / events without mentioning the perpetrators in the scientific texts, in the context of their use. (Note the linguistic element of passive voice)</p>					
<p>3.8</p>	<p>Distinguishing social functions, text structures, and linguistic elements of some oral and written explanation texts by giving and soliciting information related to natural or social phenomena covered in other subjects in class XI, according to the context of</p>	<p>√</p>	<p>8</p>	<p>155, 156, 160</p>	<p><i>See Appendix 7</i></p>	<p>In the textbook, there were three texts belonging to explanation texts. They were in line with basic competence 3.8 of Syllabus 2013 Curriculum.</p>

	their use					
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