



**AN ANALYSIS ON THE CHARACTERISTICS  
OF GOOD READING MATERIALS  
IN TEXTBOOK “BAHASA INGGRIS”  
FOR GRADE X SENIOR HIGH SCHOOL STUDENTS**

**A THESIS**

Submitted to the State Institute For Islamic Studies (IAIN)  
Padangsidimpuan as a partial fulfillment of the requirement for the  
Graduate Degree of Education (S.Pd) in English Program

Written by:

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**TARBIYAH AND TEACHER TRAINING FACULTY  
STATE INSTITUTE FOR ISLAMIC STUDIES  
PADANGSIDIMPUAN  
2021**



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## LETTER OF AGREEMENT

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Padangsidempuan, June 2021  
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*Assalamu 'alaikum wr.wb.*

After reading, studying and giving advice for necessary revision on the thesis belongs to **Winda Rizki Listia**, entitled “**An Analysis on the Characteristics of Good Reading Materials in Textbook ‘Bahasa Inggris’ for Grade X Senior High School Students**”. We assumed that the thesis has been acceptable to complete the assignments and fulfill the requirements for graduate degree of Education (S.Pd) in English Education Department, Tarbiyah and Teacher Training Faculty in IAIN Padangsidempuan.

Therefore, we hope that the thesis will soon be examined by the Thesis examiner team of English Education Department of Tarbiyah and Teacher Training Faculty IAIN Padangsidempuan. Thank you.

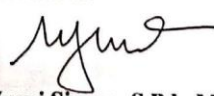
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**LEGALIZATION**

**Thesis** : AN ANALYSIS ON THE CHARACTERISTICS OF  
GOOD READING MATERIALS IN TEXTBOOK  
"BAHASA INGGRIS" FOR GRADE X SENIOR  
HIGH SCHOOL STUDENTS

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**Title of Thesis** : An Analysis on the Characteristics of Good Reading Materials in Textbook “*Bahasa Inggris*” for grade X Senior High School Students

### ABSTRACT

This research describes about how the quality of reading materials in the textbook “*Bahasa Inggris*” for grade X students of Senior High School. As known that good quality textbooks are needed to make students easy to learn English according to their level. By using the textbooks that have good quality, students can further improve their English language productivity.

The purpose of this research is to describe whether the reading materials in the textbook “*Bahasa Inggris*” for grade X of Senior High School meets the good materials characteristics based on Greeny & Petty’s statement. The book was written by Utami Widiati, Zuliati Rohmah, & Furaidah and published by the Ministry of Education and Culture of the Republic of Indonesia. This research is expected to provide insight into the understanding of the quality of reading materials.

This research was designed as a documentary analysis in the form of a descriptive qualitative research where the result was described in the form of words, not statistical calculations. This study used the content analysis method as the appropriate approach, namely analyzing books and describing the findings. Data were collected from reading materials in textbooks. As instrumental tools, checklists were used during research analysis.

The results showed that the criteria in characteristics of good materials proposed by Greeny & Petty that are more fulfilled in the textbook are interested, illustrative, linguistic aspects, stimulative, clear concept, and appreciate the personal differences, that is 12% for each criterion. Most of the reading materials in the textbook “*Bahasa Inggris*” for grade X students of Senior High Schools was in accordance with the characteristic for quality English textbooks based on Greeny & Petty’s statement, it gains 83,33%. So, the textbook “*Bahasa Inggris*” for grade X students of Senior High School is categorized in good quality of English textbook.

**Key Words:** *Textbook analysis, Reading Materials*



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### ABSTRAK

Penelitian ini mendeskripsikan bagaimana kualitas bahan bacaan dalam buku teks “Bahasa Inggris” untuk siswa kelas X SMA. Sebagaimana diketahui bahwa buku teks yang berkualitas sangat dibutuhkan untuk memudahkan siswa dalam belajar bahasa Inggris sesuai dengan tingkatannya. Dengan menggunakan buku teks yang berkualitas baik, siswa dapat lebih meningkatkan produktivitas bahasa Inggris mereka.

Tujuan penelitian ini adalah untuk mendeskripsikan apakah bahan bacaan pada buku teks “Bahasa Inggris” kelas X SMA memenuhi karakteristik bahan bacaan yang baik berdasarkan pernyataan Greeny & Petty. Buku tersebut ditulis oleh Utami Widiati, Zuliati Rohmah, & Furaidah dan diterbitkan oleh Kementerian Pendidikan dan Kebudayaan Republik Indonesia. Penelitian ini diharapkan dapat memberikan wawasan pemahaman tentang kualitas bahan bacaan.

Penelitian ini dirancang sebagai analisis dokumenter dalam bentuk penelitian kualitatif deskriptif dimana hasilnya digambarkan dalam bentuk kata-kata, bukan perhitungan statistik. Penelitian ini menggunakan metode analisis isi sebagai pendekatan yang tepat, yaitu menganalisis buku dan mendeskripsikan temuan. Data dikumpulkan dari bahan bacaan di buku teks. Sebagai alat instrumental, daftar periksa digunakan selama analisis penelitian.

Hasil penelitian menunjukkan bahwa kriteria dalam karakteristik materi baik yang dikemukakan oleh Greeny & Petty lebih banyak dalam buku teks adalah *interested, illustrative, linguistic aspects, stimulative, clear concept, and appreciate the personal differences*, yaitu sebesar 12% untuk setiap kriteria. Sebagian besar bahan bacaan dalam buku teks “Bahasa Inggris” untuk siswa kelas X SMA sudah sesuai dengan karakteristik buku teks bahasa Inggris berkualitas berdasarkan pernyataan Greeny & Petty, memperoleh persentase sebesar 83,33%. Jadi, buku teks “Bahasa Inggris” untuk siswa kelas X SMA dikategorikan dalam kualitas buku teks bahasa Inggris yang baik.

***Kata Kunci: Analisis buku, Materi Membaca***

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This thesis is presented to the English Education Study Program of the State Institute for Islamic Studies Padangsidempuan (IAIN Padangsidempuan) as partial fulfillment of the requirement for degree strata 1 (S1).

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I realize that there are still many shortcomings in this thesis. Therefore, I would be very grateful for correction to improve this thesis. It is such a pleasure for me to get critiques and suggestions to make this thesis better.

Padangsidempuan, Juni 2021

Researcher

**WINDA RIZKI LISTIA**

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## TABLE OF CONTENT

	PAGE
<b>TITLE PAGE</b>	
<b>LEGALIZATION ADVISOR SHEET</b>	
<b>AGREEMENT ADVISOR SHEET</b> .....	<b>i</b>
<b>DECLARATION OF SELF THESIS COMPLETION</b> .....	<b>ii</b>
<b>AGREEMENT PUBLICATION OF FINAL TASK FOR ACADEMIC CIVITY</b> .....	<b>iii</b>
<b>LEGALIZATION OF DEAN OF TARBIYAH AND TEACHER TRAINING FACULTY</b> .....	<b>iv</b>
<b>EXAMINERS SCHOLAR MUNAQOSYAH EXAMINATION ABSTRACT</b> ....	<b>v</b>
<b>ABSTRAK</b> .....	<b>vi</b>
<b>ACKNOWLEDGEMENT</b> .....	<b>viii</b>
<b>TABLE OF CONTENT</b> .....	<b>xi</b>
<b>LIST OF APPENDIXES</b> .....	<b>xiv</b>
<b>CHAPTER I: INTRODUCTION</b>	
A. Background of the Research .....	1
B. Focus of the Research.....	5
C. Formulation of the Problem .....	5
D. Objectives of the Research .....	6
E. Significances of the Research .....	6
F. Review of Related Findings.....	7
G. Definitions of Terminologies.....	9
H. Research Method	
1. Research Design.....	11
2. Source of Data .....	12
3. Instrument of Collecting Data .....	13
4. Technique of Collecting Data .....	14
5. Trustworthiness of the Data .....	14
6. Technique of Data Analysis .....	15
I. Outline of the Research .....	16

## **CHAPTER II: THE CONCEPT OF READING TEXTBOOK**

A. Reading	
1. Definition of Reading .....	18
2. Purpose of Reading Skills .....	19
3. Definition of Reading Material .....	19
B. Textbook	
1. Definition of Textbook .....	20
2. Functions of Textbook .....	22
3. Characteristic of Good Textbook .....	23
4. Textbook Analysis .....	26

## **CHAPTER III: GENERAL & SPESIFIC FINDINGS**

A. General Findings of the Textbook “ <i>Bahasa Inggris</i> ” for Grade X Students of Senior High School .....	28
B. Specific Findings of the Textbook “ <i>Bahasa Inggris</i> ” for Grade X Students of Senior High School	
1. Text 1 .....	30
2. Text 2 .....	37
3. Text 3 .....	40
4. Text 4 .....	46
5. Text 5 .....	52
6. Text 6 .....	58

## **CHAPTER IV: DATA ANALYSIS AND DISCUSSION**

A. Data Analysis .....	64
B. Discussion .....	74

**CHAPTER V: CONCLUSION AND SUGGESTION**

A. Conclusion .....76  
B. Suggestion .....76

**REFERENCES**  
**CURRICULUM VITAGE**  
**APPENDIXES**

**LIST OF APPENDIXES**

**APPENDIX 1: READING MATERIALS IN TEXTBOOK “*BAHASA INGGRIS*”**

TEXT 1.....

TEXT 2.....

TEXT 3.....

TEXT 4.....

TEXT 5.....

TEXT 6.....

**APPENDIX 2: CHECKLIST**



# CHAPTER I

## INTRODUCTION

### A. Background of the Research

There are two kinds of skills which should be achieved by students in learning a language, they are productive and receptive. The productive skills are writing and speaking, and the receptive skills are reading and listening. In this case, the students are required to comprehend (listening and reading) the language and produce (speaking and writing) the language.

Among the skills, reading is one of the skills that must be learned well by students because by having reading skill they will be easier to get knowledge and information from what they have read. As Nunan said that reading is a fluent process where in building the meaning, readers should combine information from the text with their own background of knowledge.<sup>1</sup> In other words, in reading text, the reader must have background knowledge in advance to better understand the information contained in the reading text.

Reading comprehension obtained by students is based on how often they do it. It means the more they read, their reading comprehension about the text will increase and better. Conversely, the less they read, the less they will understand about the text. In fact, there are many students who

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<sup>1</sup>D Nunan, *Practical English Language Teaching* (McGraw-Hill Education, 2003), <https://books.google.co.id/books?id=v1DMAAAACAAJ>.

are not interested and have a low motivation in reading English text.<sup>2</sup> It happened because the English features are different from their first language in which reading in foreign language is not easy. It makes them feel difficult and lazy to read the reading text.

Reading considered as understanding or taking the ideas from what is being read, it is the process of readers' mind and thinking.<sup>3</sup> In fact, most of students face difficulties to grasp the language patterns from the written representation on the reading text because they have lack of vocabulary.<sup>4</sup> It makes them difficult to take the ideas from what is being read.

As a matter of fact, there are many factors that influence the students' skills in reading. One of the factors that influence the students' skills is the teaching techniques used by the teachers. Based on some students' opinion<sup>5</sup>, the technique applied by the teachers in teaching reading comprehension is only asking students to read the text and then translating the text into Indonesian. Meanwhile, as known that reading comprehension is not only translating but also understanding what is written.

In addition, to make students able to achieve the reading skill, they need the reading materials which have good quality. By learning those quality reading materials, they are able to improve their reading skill

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<sup>2</sup>Febri, et.al. as the students of SMP Negeri 3 Padangsidempuan in the 8<sup>th</sup> class, *Private Interview*, (SMP Negeri 3 Padangsidempuan: November 26<sup>th</sup>, 2019at 01.55 p.m.).

<sup>3</sup>Eka Sustris Harida, "Using Critical Reading Strategies: One Way for Assessing Students' Reading Comprehension," *Iselt-4* 4, no. 1 (2016): 201, <http://ejournal.unp.ac.id/index.php/selt/article/view/6929/5463>.

<sup>4</sup>Febri, et. al.

<sup>5</sup>Febri, et.al.

productivity. Reading material is any matter that can be read, written or printed text.<sup>6</sup> Reading material refers to any texts or passage that brings certain message or ideas to be shared to the reader through the process of reading activity.<sup>7</sup> According to the researcher through observation, most of reading materials in the textbook are monotonous, bored, and difficult to be understood by the students. Reading text in most of textbooks are long so that it makes the students bored and lazy to read, also there are some words that are difficult to understand by the students.

According to Yulianti in Rynanta & Ruslan, 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.<sup>8</sup> The textbooks have been arranged with subject matter in accordance with what is needed by students and will be discussed by the teacher and students in the classroom.

Textbook is the media commonly used by teachers and students in the teaching and learning processes. Harmer in Rynanta and Ruslan states that the most important aspects of using textbook is for teachers to try to engage students with the content they are going to be dealing with.<sup>9</sup> It

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<sup>6</sup>Mnemonic Dictionary, "Definition of Reading Material", accessed from <https://Mnemonicdictionary.Com/Word/Reading%20material> on June 25, 2020 at 16:40.

<sup>7</sup>Iis safitri, "An Analysis of Reading Materials on the Quality of English Textbook 'Headline English' Published by Sewu for Grade VII Students of Junior High School," 2014, 59, [https://eprints.uny.ac.id/18512/1/Iis\\_Safitri\\_07202244075.pdf](https://eprints.uny.ac.id/18512/1/Iis_Safitri_07202244075.pdf).

<sup>8</sup>Cyntia Rynanta and Suharmanto Ruslan, "Content Analysis on the English Textbook Entitled 'English in Mind Starter (Student's Book)'," *State University of Malang*, 2018.

<sup>9</sup>Rynanta and Ruslan.

means that, by using textbooks, students will more easily understand the subject matter delivered by the teacher.

Then, good quality textbooks are needed to make students easy to learn English according to their level. By using quality textbooks, students can further improve their English language productivity. Nowadays, the curriculum set by the government to use in schools is the 2013 curriculum. Curriculum is interpreted as a lesson plan, learning experience gained by students from the school, also student learning plans.<sup>10</sup> Learning materials to be discussed by teachers in the classroom must be in accordance with the curriculum currently set by the government, namely the 2013 curriculum. So, the contents of the textbook should deal with the current curriculum.

Based on the above explanations, the researcher is interested in analyzing the reading materials found in the textbook “*Bahasa Inggris*” For Grade X Students of Senior High School. The reason why the researcher chooses the book is the textbook “*Bahasa Inggris*” is used for the English teaching and learning processes for the Grade X Students of Senior High School at this academic year and it is important to know whether the reading materials are appropriate with the students’ needs or not. Besides, it is not difficult for the researcher to get the needed data.

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<sup>10</sup>A Sudin, *Kurikulum Dan Pembelajaran* (UPI Press, 2014), [https://books.google.co.id/books?id=1\\_xJDwAAQBAJ](https://books.google.co.id/books?id=1_xJDwAAQBAJ).

## **B. Focus of the Research**

From the background of research that have been stated before, it can be seen that many problems are found referring to the topic of this research. However, the researcher wants to discover whether the reading materials in English textbook “*Bahasa Inggris*” for the X grade of Senior High School meet the characteristic of good reading materials based on Greene and Petty’s statement. In this case, the researcher only took 6 reading materials from all reading materials in the textbook, it is: 1. "Tanjung Puting National Park" in chapter IV, 2. "Taj Mahal" in chapter IV, 3. "Meeting My Idol" in chapter VIII, 4. "BJ Habibie" in chapter X, 5. "Issumboshi" in chapters XII, and 6. "The Legend of Malin Kundang" in chapter XIII.

## **C. Formulation of the Problems**

Relating to focus of the problems above, the researcher can formulate the problem of this research as follows:

1. Which criteria in the characteristics of good materials proposed by Greeny and Petty are more fulfilled in the textbook “*Bahasa Inggris*”?
2. How is the quality of reading materials in the textbook “*Bahasa Inggris*” for grade X Students of Senior High School based on the characteristic of good materials proposed by Greeny and Petty?

#### **D. Objectives of the Research**

Based on the problem formulations stated previously, the research can state that the main objectives of conducting this research are:

1. To know which criteria in the characteristics of good materials proposed by Greeny and Petty are more fulfilled in the textbook "*Bahasa Inggris*".
2. To describe the quality of reading materials in the textbook "*Bahasa Inggris*" for grade X Students of Senior High School based on the characteristic of good materials proposed by Greeny and Petty.

#### **E. Significances of the Research**

The significances of this research are:

1. For the Teachers

The result of this research can be used as the input for the teachers in order to improve the students' reading comprehension, in which the teachers can select the textbook which is the most suitable one used in the teaching and learning processes. So, it is expected that the students are getting better in reading skills.

2. For the Students.

It is useful in order to improve the students' knowledge and skills in English reading materials, so the students are able to grasp about language patterns from the written representation and understand the meaning of steps and rhetorical development in written text becomes better

3. For the Researcher

It would be useful for the researcher in order to improve her knowledge about reading and the aspects involved in it

4. For the further researchers

This research can be used as the reference to do the further research of the similar topic of discussion.

#### **F. Review of Related Findings**

There have been many researches done regard to this research and the researcher found some related findings such as:

The first is an analysis of reading materials on the quality of English textbook “Headline English” published by Sewu for grade VII students of junior high school. based on research conducted by Iis Safitri, the reading materials contained in the book are tailored to the needs of students in class VII and have been adjusted to the core and basic competencies in the new curriculum, curriculum 2013. This book is quite interesting. The book contains several activities. For example, working in pairs, working in groups, time for fun, and reflection. This allows students to have social skills by discussing and interacting with each other. They also like to do activities like that.<sup>11</sup> So, the researcher can conclude that the findings of the study show that the contents of reading material can improve students' reading comprehension of the text which means the reading materials in the book are of high quality.

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<sup>11</sup>Iis safitri, “An Analysis of Reading Materials on the Quality of English Textbook ‘Headline English’ Published by Sewu for Grade VII Students of Junior High School.”

The second is an analysis of the English textbook “Learning More English 2” for the Eighth grade of MTS N Surakarta 1 in the 2015/2016 academic year by Dharra Suryana Indri Sulistyani. The findings of the analysis of the research are the materials of the English textbook "Learning More English 2" in accordance with the Core Competencies and Basic Competencies of the 2013 Curriculum for eighth grade students and the English textbooks "Learning More English 2" meets the standards of English textbooks in Indonesia suggested by the Pusbuk Rubric (*Pusat Perbukuan* Rubric) assessment.<sup>12</sup> So, the researcher can conclude that the quality of the English book "Learning More English 2" was very good.

The third is an analysis of the English textbook Entitled “Bahasa Inggris” based on Tomlinson’s theory by Desy Nur Fakhomah.<sup>13</sup> Based on her research finding and discussion, the textbook “Bahasa Inggris” is compatible with Tomlinson’s criteria of good textbook. The textbook gains percentage 93,75% of the compatible with Tomlinson’s theory. The textbook also supports three language skills for the students in English teaching learning process. However, the textbook does not support one skill. It is listening skill. They are reading, speaking and writing. It gains

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<sup>12</sup>Dharra Suryana Indri Sulistyani, “An Analysis of the English Textbook ‘Learning More English 2’ for The Eighth Grade of Mts N Surakarta 1 in the 2015/2016 Academic Year,” 2017, [http://opac.iain-surakarta.ac.id/libsys\\_iain\\_surakarta/oai\\_libsys/./opac/index.php/home/detail\\_koleksi?kd\\_buku=026028](http://opac.iain-surakarta.ac.id/libsys_iain_surakarta/oai_libsys/./opac/index.php/home/detail_koleksi?kd_buku=026028).

<sup>13</sup>Desy Nur Fakhomah, “An Analysis on English Textbook Entitled Bahasa Inggris Based on Tomlinson’s Theory,” *Children and Youth Services Review* 7, no. 2 (2017): 589–600, <https://www.researchgate.net/publication/309289477%0Ahttps://www.ecpat.org/wp-content/uploads/2016/10/Voluntourism-and-child-trafficking-into-orphanages.pdf%0Ahttp://www.soscvzambia.org.zm%0Aunesdoc.unesco.org/images/0021/002157/215738E.pdf%0Ahttps://thec>.



percentage 75%. Therefore, the textbook is suitable to be used by tenth grade students.

From the above findings, the researcher can conclude that the first and second writer focused on the content of the textbook, in which they researched about the suitability between the content and the 2013 curriculum purposes. While the third writer researched the content in English textbook based on Tomlinson's theory. So, based on the previous research above, the researcher tries to analyze the reading materials found in textbook "*Bahasa Inggris*" for the X grade of Senior High School based on the good criteria of learning materials Greene & Petty's statement. In other hand, the first and second researches above have the different object with this research, the first is the English textbook "Headline English" published by Sewu for grade VII students of junior high school and the second is English textbook "Learning More English 2" for the Eighth grade of MTS N Surakarta 1 in the 2015/2016 academic year, while the last one has same object with this research but has different indicator to get the result of the research. The researcher uses the English textbook "*Bahasa Inggris*" for the X grade of Senior High School.

#### **G. Definitions of Terminologies**

Based on the uses of terminologies in the topic of this research, it is regarded important for the researcher to clarify it in order to get the same perception between the researcher and the readers and avoid the

misunderstanding about the terminologies used. Therefore, writer tries to clarify it as follows:

1. Analysis

Analysis is the process of considering something carefully or using statistical methods in order to understand it or explain it.

2. Characteristic

Characteristic is a feature that helps to identify, tell apart, or describe recognizably, a distinguishing mark or trait.

3. Good Reading Material

Good reading material is reading material that has good quality, that is meet the characteristics of good reading material stated by some experts.

4. Textbook "*Bahasa Inggris*" for grade X of Senior High School

English textbook "*Bahasa Inggris*" for grade X of Senior High School written by Utami Widiati, Zuliati Rohmah, and Furaidah, published by *Kementerian Pendidikan dan Kebudayaan Republik Indonesia*. This textbook consists of 15 chapters and 223 pages.

So, the meaning of "An Analysis on the Characteristics of Good Reading Materials in Textbook '*Bahasa Inggris*' for Grade X Senior High School Students" is the process of considering reading materials in textbook "*Bahasa Inggris*" whether the reading materials meet the characteristics of good reading materials in order to find out the reading materials have good quality or not.

## H. Research Method

### 1. Research Design

Related to the textbook analysis, this research is categorized as the qualitative research design. It is because this study aims to examine the quality of reading materials in textbooks. This study was classified as a descriptive qualitative research design because this study was analyzing the textbook. As it is stated by Bogdan and Biklen<sup>14</sup>, descriptive is a characteristic of data in qualitative research because it is taken from documents, audio-video recordings, transcripts, words, pictures, etc.

Anderson in Rynanta and Ruslan defines the descriptive presentation of qualitative data as content analysis.<sup>15</sup> Content analysis is also a method used in analyzing qualitative data. Pamungkas said<sup>16</sup> that content analysis applies to various studies including language studies, which are concerned with analyzing the content of certain things through classification, tabulation, and evaluation.

Based on the theory and elaboration mentioned above, it can be concluded that the analytical research design on English textbook “*Bahasa Inggris*” for grade X of Senior High School can be categorized into a descriptive qualitative of content analysis.

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<sup>14</sup>Bogdan and Biklen, 4th edition, *Qualitative Research for Education : an Introduction to Theories and Method*, (New York: Pearson Education Group, 2003), p. 24.

<sup>15</sup>Rynanta and Ruslan, “Content Analysis on the English Textbook Entitled ‘English in Mind Starter (Student’s Book)’.”

<sup>16</sup>Pamungkas, *The Quality of The English Textbook Used by International Standard Junior High School*, (Malang: Faculty of Letters State University of Malang, 2010), p. 33.

A content analysis was applied as approach method in this research. According to Donald Ary, content or document analysis is a research method applied to written or visual materials for the purpose of identifying specified characteristics of the material.<sup>17</sup> 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 relation to the statements above, this research used a content analysis as suitable approach method, which analysis the content of the book and describes the finding.

## **2. Source of Data**

In this research, the researcher used the documentation data, such as reading materials found in English textbook "*Bahasa Inggris*" for grade X of Senior High School written by Utami Widiati, Zuliati Rohmah, and Furaidah, published by *Kementerian Pendidikan dan Kebudayaan Republik Indonesia*. This textbook consists of 15 chapters and 223 pages.

However, what would be studied in this research were 6 texts from all reading material in the textbook as representatives of the whole reading materials. The textbook contains 3 text genres, it is descriptive text, recount text, and narrative text. The researcher took 2 texts for each text genre, it is: "Tanjung Puting National Park" in

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<sup>17</sup>Donald Ary, *Introduction to Research in Education*, (Canada: Nelson Education, 2006), p. 457.

chapter IV & "Taj Mahal" in chapter IV for descriptive text, "Meeting My Idol" in chapter VIII & "BJ Habibie" in chapter X for Recount text, and "Issumboshi" in chapters XII & "The Legend of Malin Kundang" in chapter XIII for narrative text. The researcher chose the materials because the researcher wants to analyze reading materials with different text genres.

### **3. Instrument of Collecting Data**

The instrument is regarded important to be explained, because it refers to the collection of the data needed in the scientific research. The instruments used in collecting the data in this research were:

#### **a. Checklists sheet**

The checklist was taken from the good materials characteristics based on Greene & Petty's statement. They are interested, motivated, illustrative, consider aspects of linguistics, related to other subjects, stimulative, clear concept, clear point of view, cultural values and appreciate the personal differences of the user.

#### **b. The document**

The document used in this case is the document from the English textbook "*Bahasa Inggris*" for grade X of Senior High School.

#### 4. Technique of Collecting Data

The technique used in collecting the data would be the document analysis. Document analysis may refer to the technique of collecting data by gathering and analyzing documents. In collecting data, researchers used the following steps:

- a. The researcher would collect the English textbook entitled "*Bahasa Inggris*" for grade X students of Senior High School.
- b. The researcher would overview the contents of the textbook especially the reading materials
- c. After that, the researcher selected checklists suggested by Greene & Petty's statement.
- d. The data was collected by analyzing reading material based on the evaluation criteria based on Greene & Petty's statement.

#### 5. Trustworthiness of the Data

According to Lincoln and Guba, there are several specifications that become standards for quality assurance in qualitative research, namely credibility, transferability, dependability, and confirmability.<sup>18</sup> To check the trustworthiness of the data, credibility and dependability were used in this study. Those are explained as the following:

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<sup>18</sup>Y S Lincoln and Guba, *Naturalistic Inquiry* (SAGE Publications, 1985), <https://books.google.co.id/books?id=2oA9aWINEooC>.

a. Credibility

Credibility in a library research is used to prove the compatibility between the data taken by the researcher and the reality. In this library research, the researcher reread the textbook to convince the data with the research questions.

b. Dependability

To avoid mistakes in conducting research, the researcher must consult some steps to the other experts. This step has purpose to make the research finding can be answerable and dependable scientifically. In this research, the advisor of researcher audited the whole steps of research to ensure the dependability of the data.

## 6. Technique of Data Analysis

The technique used in analyzing the data is the content analysis. This is one of the most common methods to analyze qualitative data. It is used to analyze the documented information in the form of text. It is used based on the consideration that the data used by the researcher in this research was the reading materials presented on English textbook "*Bahasa Inggris*" for grade X of Senior High. In this case, researcher would analyze about the accordance of the reading materials to the good materials characteristics based on Greene & Petty's statement.

The method of analyzing data that used in this research was Creswell's theories by doing following steps:

a. Preparing the data for analysis

The data used by the researcher in this research is the reading materials presented on English textbook "Bahasa Inggris" for grade X students of Senior High School.

b. Reading and understanding all the data.

This step is to obtain a general sense of the information and to reflect on its overall meaning.

c. Making an interpretation or meaning of the data.

The researcher described the results of the findings to find out whether the textbooks meet the criteria of quality English textbook or not.

d. Draw a conclusion.

The researcher concluded the result of the analysis qualitatively.<sup>19</sup>

## **I. Outline of the Thesis**

This research was organized into five chapters. Each chapter consist of many sub chapters with detail. Chapter I consisted of introduction, they are: background of the research, focus of the research, formulation of the problem, objectives of the research, significances of the research, review of related findings, definitions of terminologies, research method, and outline of the research.

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<sup>19</sup>John W. Creswell, "Research Design\_ Qualitative, Quantitative, and Mixed Methods Approaches" (SAGE Publications, 2009).



Chapter II consisted of the general concept of the research object, which contains of reading and textbook description.

Chapter III consisted of specific findings of the textbook “Bahasa Inggris” for grade X students of Senior High School.

Chapter IV was the result of the research talking about the analysis of the data. It consisted of research discussion.

Chapter V consisted of conclusion about the result of the research and suggestion which is given by researcher.

## CHAPTER II

### THE CONCEPT OF READING TEXTBOOK

#### A. Reading

##### 1. Definition of Reading

Reading is very important and helpful to us, not just in English class, but other subjects. Reading means to grasp language patterns from the written representation. Reading is also a skill to know, see and understand the contents of what they read.<sup>1</sup> That is, after reading something, the reader already knows the information obtained from what he has read. One important point of reading is to understand the communication between writer and reader.

Nuttal in Aprilia assumes that reading means a result of interaction between the writer's mind and the reader's mind.<sup>2</sup> The point is that the writer tries to express the message to the text and the reader tries to understand and get the author's message in the text.

Grabe in Aprilia defines reading as a comprehending process. Readers read to comprehend what the writer intended to convey in writing.<sup>3</sup> In this case, the reader must understand what is contained in the text written by the author.

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<sup>1</sup>Leli Sari, "Improving Reading Comprehension Through Directed Reading Thinking Activity (DRTA) Strategy for The Eight Grade Students of Smp Negeri 17 Medan in The Academic," 2017, <http://repository.uinsu.ac.id/id/eprint/2244>.

<sup>2</sup>Nindya Aprilia, *Improving Reading Comprehension of the Eighth Grade*, vol. IX, 2015.

<sup>3</sup>Aprilia.

## 2. Purpose of Reading Skills

According to Carnine in Usman, et.al., the readers' purpose determines the way in which they treat a passage and which comprehension skills she uses. Carnine also point out that there are some different purposes for reading, as follow:

- a. to be able to identify and remember the main idea
- b. to be able to follow instructions to reach a goal
- c. to be able to explain the content of a passage to someone else
- d. to enjoy the story of whatever is written, for example a personal letter from a friend
- e. to be able to accommodate the content into the reader's schema
- f. to critique the logic or data presented in a passage
- g. to edit a passage according to stylistic and organizational criteria
- h. to study according to an assignment for test requirements.<sup>4</sup>

So, readers usually read a reading text to achieve the goals that they want after reading the reading text.

## 3. Definition of Reading Material

Reading materials are the written materials which can be used for getting information about something, in which it involves grammar, vocabulary and punctuations. As Harmer in Safitri states, reading is a model of language, reading texts provide opportunities to study language such as; vocabulary, grammar, punctuation and the way to construct sentence, paragraph and text.<sup>5</sup> From the explanation

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<sup>4</sup>Bustami Usman, Redha Mایداتija, and Siti Sarah Fitriani, "Using Concept Mapping To Improve Reading Comprehension," *English Education Journal (EEJ)*, 2018, 292–307.

<sup>5</sup>Iis safitri, "An Analysis of Reading Materials on the Quality of English Textbook 'Headline English' Published by Sewu for Grade VII Students of Junior High School."

above, it can be stated that reading materials are the collections of the written model written by the writers by using the appropriate grammar, vocabulary, punctuations.

In order to enable the students to master the reading materials, the teacher of English should provide appropriate materials with the learning objectives in the curriculum. The teaching materials which are suggested by Curriculum are reading materials which are not only suitable to the topic which is discussed, but also it is good for students from the point of the setting of its message, the plot of the thought, structure of the text, lexical characteristic and correctness of the language.

Reading material is any matter that can be read, written or printed text.<sup>6</sup> Reading material refers to any texts or passage that brings certain message or ideas to be shared to the reader through the process of reading activity.

## **B. Textbook**

### **1. Definition of Textbook**

Textbooks are the most common learning media used by teachers and students in teaching and learning in schools because they are economical, easy to obtain and also easy to carry around. As said by Lestari in Sulistyani that Textbooks are one of the easiest sources of knowledge and are one of the many aids to help students in

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<sup>6</sup>Mnemonic Dictionary, "Definition of Reading Material", accessed from <https://Mnemonicdictionary.Com/Word/Reading%20material> on June 25, 2020 at 16:40.

obtaining clear concepts of the subject matter.<sup>7</sup> In addition, Dana Ferris and John S. Hedgcock stated that textbooks are so pervasive in education systems throughout the world.<sup>8</sup> Textbooks are a medium that is always used by educators around the world to teach their students.

Tomlinson mentioned that a textbook is a guide for teachers and students and a map of what they will do and what they have done.<sup>9</sup> The textbook guides the teacher to construct various activities in the classroom and design language assessment of the activities conducted. In other words, the textbook is an essential element in the language classroom.

Although some teachers do not use textbooks excessively or even do not use textbooks at all, almost all teachers agree that textbooks are needed in the teaching process. For those who do not use textbooks, they still use textbooks for guidance and examples when making their own material. Cunningsworth in Safitri and Tyas mentioned that textbooks especially English textbooks can occupy a variety of roles such as helping present written and oral material, promoting interaction, functioning as a vocabulary and grammar reference, acting as a source of activity in class, and providing

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<sup>7</sup>Sulistiyani, "An Analysis of the English Textbook 'Learning More English 2' for The Eighth Grade of Mts N Surakarta 1 in the 2015/2016 Academic Year."

<sup>8</sup>Sulistiyani.

<sup>9</sup>B Tomlinson, *Developing Materials for Language Teaching* (Bloomsbury Publishing, 2014), <https://books.google.co.id/books?id=95AIBAAAQBAJ>.

independent access work or independent learning.<sup>10</sup> Therefore, the use of textbooks has a greater influence on learning English and skills.

Longman in Sulistyani stated that textbooks are standard books for studying certain subjects, mainly used in schools.<sup>11</sup> Langenbach in Sulistyani said that in the case of strict terms, textbooks are books that present a collection of knowledge in an organized way and are usually simplified for learning purposes.<sup>12</sup> It means that in the textbook there is a collection of knowledge from various subjects.

Based on the above definition, the researcher concludes that the textbook is a learning media that is commonly used by the teachers and students in the teaching and learning process, which presents a collection of knowledge for learning purposes

## **2. Functions of Textbook**

A textbook has many functions. According to Thomson in Safitri, the textbook has many functions as follows:

- a. A textbook helps students to individualize instruction by enabling them to proceed at their own rate and to a limited extent, according to what they are interested in studying.
- b. A textbook helps students to organize instruction by providing experiences, suggested activities, recommended reading and question. Written textbook give unity to classroom interaction and are graded to introduce new concepts or contents they build upon what has preceded.

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<sup>10</sup>Mega Safitri and Peptia Asrining Tyas, "An Analysis of English Textbook Entitled 'Bahasa Inggris SMA/MA SMK/MAK Kelas X,'" *JEES (Journal of English Educators Society)* 4, no. 1 (2019): 17, <https://doi.org/10.21070/jees.v4i1.1777>.

<sup>11</sup>Sulistyani, "An Analysis of the English Textbook 'Learning More English 2' for The Eighth Grade of Mts N Surakarta 1 in the 2015/2016 Academic Year."

<sup>12</sup>Sulistyani.

- c. Tutorial Contribution A teacher often uses the textbook to help students learn how to read better, to study, to weigh evidence, and to solve problems.
- d. Improvement of Teaching Textbook is also regarded as a helpful utility which is used by teachers to improve their skills in teaching.<sup>13</sup>

From the above explanations it can be stated that textbook is a kind of visual aid in the teaching and learning processes. It has function as one of the visual aids by teachers, when they are teaching and explaining the teaching materials in the class. Besides, it also helps the students in getting a better understanding of the materials given by teacher.

### **3. Characteristics of Good Textbook**

There are some characteristics of a textbook that can be said to be good or not. According to Widodo and Jasmadi, the characteristics of good material are translated as follows:

- a. Self instructional, through materials students able to learn themselves with teaching materials developed. To fulfill the self-instructional character, the teaching material must have clearly defined objectives.
- b. Self contained, in materials must be filled in a single unified material.
- c. Stand alone, the developed material can be used alone without having other teaching materials.

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<sup>13</sup>Is safitri, "An Analysis of Reading Materials on the Quality of English Textbook 'Headline English' Published by Sewu for Grade VII Students of Junior High School."

- d. Adaptive, materials tailored to technological developments in accordance with the applicable curriculum.
- e. User friendly, materials must be in accordance with the development of its users so students can easily question the contents of the materials<sup>14</sup>

So, according to Widodo and Jasmadi, a textbook that has some of the characteristics mentioned above, then the textbook can be said to be a good textbook. Besides, according to Greene and Petty in Tarigan, there are several guidelines for the assessment of textbooks, which are translated as follows:<sup>15</sup>

- a. Textbook should be interested and attractive toward the learners, so they will be interested in using textbook.
- b. Textbook should be able to provide motivation to the students who use them
- c. The textbook contains illustrations that attracts students who
- d. Textbooks consider aspects of linguistics to fit the abilities of the students who use them
- e. The contents of textbooks should be closely linked to other subjects, even better if it can support it with a well-planned so that everything is a unified and integrated roundness

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<sup>14</sup>C S W Jasmadi, *Pand Meny Bahan Ajar Basis Kompetensi+cd* (Elex Media Komputindo, n.d.), <https://books.google.co.id/books?id=Gv3ZYRgsPkAC>.

<sup>15</sup>H G Tarigan and D Tarigan, *Telaah Buku Teks Bahasa Indonesia* (Angkasa., n.d.), <https://books.google.co.id/books?id=zwlHAAAACAAJ>.



- f. Textbooks can stimulate, stimulate private activities of students who use it.
- g. Textbooks must be firmly protected from the vague concepts, so that's not confused students who use it
- h. Textbooks must have a clear and firm "point of view" so there is also can be the viewpoint of the faithful user
- i. Textbooks must be able to provide stabilization, the emphasis on cultural values
- j. Textbooks must be able to appreciate the personal differences of the user.

So, to know the textbook "*Bahasa Inggris*" for grade X students of senior high school is good or not the researcher firstly must analyze the criteria for good materials. The researcher chose 10 points that adopted from Greene and Petty's statement. So, the researcher concludes:

- a. Interested
- b. Motivated
- c. Illustrative
- d. Consider aspects of linguistics
- e. Related to other subjects
- f. Stimulative
- g. Clear concept
- h. Clear point of view

- i. Cultural values
- j. Appreciate the personal differences of the user.

#### 4. Textbook Analysis

Krippendorff said that textbook analysis as a research method is a systematic and objective means of describing and quantifying phenomena.<sup>16</sup> It is also known as a method of analyzing documents. Textbook Analysis allows the researcher to test theoretical issues to enhance understanding of the data. Through textbook analysis, it is possible to distil words into fewer content related categories.

Krippendorff also said that textbook analysis is a research technique for making replicable and valid inferences from texts (or other meaningful matter) to the context of they used. As a technique, textbook analysis involves specialized procedure.<sup>17</sup> It is learnable and divorceable from the personal authority of the researcher. As a research technique also, the textbook Analysis provides new insights, increases researcher understanding of particular phenomena, or inform practical actions. This textbook Analysis could be likely a research tool.

According to Farooq Joubish in Fitriyani, textbook analysis is considered a scholarly methodology in the humanities by which texts are studied as to authorship, authenticity, or meaning. This latter

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<sup>16</sup>K Krippendorff, *Content Analysis: An Introduction to Its Methodology*, Content Analysis: An Introduction to Its Methodology (Sage, 2004), <https://books.google.co.id/books?id=q657o3M3C8cC>.

<sup>17</sup>Krippendorff.

subject includes philology, hermeneutics, and semiotics.<sup>18</sup> This means that through textbook analysis, one can find out what the purpose of the textbook is.

Based on the textbook analysis explanation above, it can be concluded that the textbook analysis is a research method for making conclusions that can be replicated and valid from data to its context, with the aim of providing new insights, knowledge, representation of facts and practical guidance for action. The aim is to obtain a broad and thick description of the phenomenon, and the results of the analysis are the concepts or categories that describe the phenomenon.

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<sup>18</sup>Meita Fitriyani, "A Textbook Analysis of 'When English Rings the Bell' for the Seventh Grade of Junior High," 2013, 27, [https://eprints.uny.ac.id/25711/1/Meita Fitriyani 06202241047.pdf](https://eprints.uny.ac.id/25711/1/Meita_Fitriyani_06202241047.pdf).

## CHAPTER III

### GENERAL & SPESIFIC FINDINGS

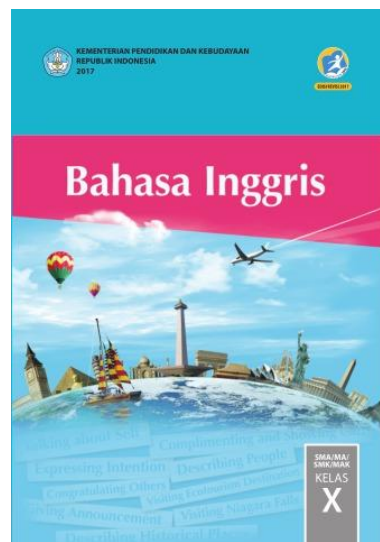
#### **A. General Findings of the Textbook “*Bahasa Inggris*” for grade X Students of Senior High School**

English textbook "*Bahasa Inggris*" for grade X of Senior High School written by Utami Widiati, Zuliati Rohmah, and Furaidah, published by *Kementerian Pendidikan dan Kebudayaan Republik Indonesia*. This textbook consists of 15 chapters and 223 pages.

In general, the book consists of 15 Chapters which each chapter itself is divided into some parts. They are:

1. Title: displaying the theme title of every chapter
2. Learning Objectives: showing the goal or the competencies which should be mastered by the students,
3. Warmer: a short activity at the beginning of learning before starting core learning activities
4. Vocabulary Builder: providing students activities focused on vocabulary and their pronunciation
5. Vocabulary exercises: training students to remember the vocabularies
6. Pronunciation Practice: providing students activities focused on their pronunciation
7. Reading: training students to find information in a reading passage
  - a. Text Structure

- b. Grammar review
  - c. Dialog
8. Speaking Activities: giving students activities to practice speaking,
  9. Writing: giving students opportunity to compose their writing about the materials
    - a. Paraphrasing
    - b. Making poems
  10. Listening: giving students activities to listen to the recording and they should answer questions relating to it
  11. Reflection: an activity component that is carried out after the learning process with the aim of assessing and observing what has happened during the learning process
  12. Glossary: an alphabetical list of book terms with definitions for those terms.
  13. References: showing the book resources for the textbook
  14. Photo acknowledgements: showing the resources of the photographs used in the textbook



## **B. Specific Findings of the Textbook “*Bahasa Inggris*” for grade X Students of Senior High School**

This research was library research that the data was taken from the textbook “*Bahasa Inggris*” for grade X students of Senior High School. The researcher analyzed the textbook based on the characteristic of good materials in each chapter. The researcher chose 10 points that adopted from Greene and Petty’s statement of good materials characteristics. They are: interested, motivated, illustrative, consider aspects of linguistics, related to other subjects, stimulative, clear concept, clear point of view, cultural values and appreciate the personal differences of the user.

The researcher has analyzed the reading materials in textbook “*Bahasa Inggris*” for grade X students of Senior High School. Here the data analysis of each reading materials:

### **1. Text 1**

#### **a. Interested**

The first characteristic of good materials is interested. Pictures and coloring are the objects that can attract students' interest in learning. In this material, there is a picture related to the discussion presented in the reading materials, it is also colored so that it can make students more interested in reading the text. (It can be seen in text 1 appendix 1).

b. Motivated

The second characteristic of good materials is motivated. This text contains ecotourism destination, it is Tanjung Puting National Park. This text can motivate students to visit Tanjung Puting National Park and also motivate students to love Indonesia more because in Indonesia itself there is a tourist destination that is often visited by tourists because of its amazing and exotic nature, it is Tanjung Puting National Park. The motivation in this text is explicit in the last paragraph as seen below:<sup>1</sup>

With such exotic nature, no wonder many tourists from foreign countries who love ecotourism frequently visit Tanjung Puting National Park. What about you?

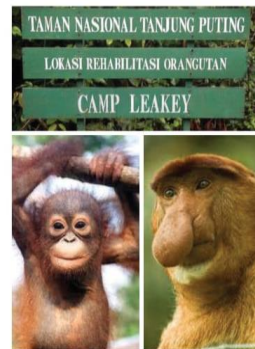
c. Illustrative

The third characteristic is illustrative. Illustration is an image that is used to help clarify the contents of books, essays, and so on. illustrations can be in the form of pictures, designs, or diagrams. In this reading material, there is a picture that can help to clarify the content of the text, as seen below:<sup>2</sup>

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<sup>1</sup>Utami Widia, Zuliati Rohmah, and Furaidah, *Buku Bahasa Inggris Kelas X SMA* (Kementerian Pendidikan dan Kebudayaan Republik Indonesia, 2017).

<sup>2</sup>Widia, Rohmah, and Furaidah.



Source: <http://orangutanexplore.com>  
Picture 4.2

The illustration above clarifies about the Tanjung Puting National Park. This can be seen from the picture of orangutans, which by looking at the picture we can know that in the text of Tanjung Puting National Park there is something about orangutans.

d. Consider linguistic aspects

Linguistics has several aspects, including morphology, phonology, syntax, semantics, and pragmatics. In this case, only the syntactic and morphological aspects are used because they are related to word formation and building the sentence in the text. Morphology is the study of forms/word formation or it can be said that morphology studies the structure of words. While syntax is the arrangement of words and phrases to create well-formed sentences in a language.

In this reading material, there are several morphological and syntactic aspects, as:<sup>3</sup>

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<sup>3</sup>Widia, Rohmah, and Furaidah.



### TANJUNG PUTING NATIONAL PARK

Tanjung Puting National Park is an internationally famous ecotourism destination, which is located in the southwest of Central Kalimantan peninsula. Visitors from foreign countries come to this park because of its amazing nature. This is called a park, but unlike any park that you have seen in your city, this is a jungle! It is a real jungle, which is home to the most interesting animal in the world: orangutans.

#### 1) Morphological aspect

##### a) Lexical morpheme

- Famous (adj)
- City (noun)

##### b) Functional morpheme

- The (article)
- But (conjunction)

##### c) Derivational morpheme

- Internationally → inter + nation + al + ly

##### d) Inflectional morpheme

- Visitors → visitor + s

#### 2) Syntactic aspect

- Tanjung Puting National Park is an internationally famous ecotourism destination

S + P + O

Tanjung Puting National Park = S

Is = P

An internationally famous ecotourism destination = O

## e. Stimulative

The next characteristic of good reading materials is stimulative. Stimulation in learning is a stimulus given to students in order to increase students' enthusiasm for learning. Stimulation can be in the form of question-and-answer activities, warmer, or other activities before leading to the core material. In this material, the stimulations are warmer activities, vocabulary builder, and pronunciation practice.

- 1) Warmer. This activity leads students to the theme and make the students relax to study more.

**WARMER**

**Task 1:** Let's play odd man out game.

Below are lists of words related to tourist destinations. Let's play odd man out game. Play this game in groups of four. Find the word that does not belong to the same category as the other words in the same group. That word is the odd word (the odd man). Cross out or circle the word and explain your reason. Look at the example. Compete with other groups to finish this game.


outdoor    camping ground    air conditioner    sleeping bag

1 wave trees sandy breeze	2 savannah botanical garden wood jungle	3 canopy leafy green blue
4 cool hot cold fresh	5 coral clear sofa fish	6 dirty nice clean comfortable
7 ship boat raft canoe	8 fall down rock splash waterfall	9 valley amusement park hot spring crater
10 sunny wet warm hot	11 terrible amazing awesome marvelous	12 impressive interesting boring unforgettable

(Widia, Rohmah, and Furaidah)<sup>4</sup>

<sup>4</sup>Widia, Rohmah, and Furaidah.

- 2) Vocabulary builder, students are asked to fill in the blanks with vocabulary related to the text “Tanjung Putting National Park”

 **VOCABULARY BUILDER**

Read the text about Tanjung Putting National Park. After you read it, scan the text quickly to find the English equivalents for the Indonesian words below. You are given the dashes and some letters of the English words as the clues. Each dash represents a letter. After you find the words, compare your answer to your friends.

__ t ____ (noun)	ekoturisme
__ tin ____ (noun)	tujuan
_____ la (noun)	tanjung
un ____ (adjective)	tidak seperti
s ____ (noun)	hidung (binatang)
__ mo ____ (adjective)	sangat besar
es ____ (verb)	mendirikan
h ____ (noun)	pusat/inti
_____ ss ____ (adjective)	mengesankan
ex- _____ (adjective)	bekas tangkapan
_____ tion (noun)	pelestarian
__ z ____ (adjective)	mengagumkan

(Widia, Rohmah, and Furaidah)<sup>5</sup>

- 3) Pronunciation practice. Before reading the text, students are asked to practice pronunciation by listening to the teacher first and then repeat, making it easier for students to read the text. As seen in the picture below:<sup>6</sup>

 **PRONUNCIATION PRACTICE**

Listen to your teacher pronouncing the following words. Repeat after him/her.

destination	: /destɪ'neɪʃ ə n /
peninsula	: / pɪ'nɪnsjələ /
unlike	: / ʌn'laɪk /
snout	: / snaut /
enormous	: / ɪ'nɔ:məs /
establish	: / ɪ'stæblɪʃ /
heart	: / hɑ:rt /
impressive	: / ɪm'presɪv /
ex-captive	: / eks 'kæptɪv /
preservation	: / ,prezə'veɪʃ ə n /
amazing	: / ə'meɪzɪŋ /

<sup>5</sup>Widia, Rohmah, and Furaidah.

<sup>6</sup>Widia, Rohmah, and Furaidah.

## f. Clear concept

This text is a descriptive text that describes an ecotourism destination called Tanjung Putting National Park. The concept of this text:

## 1) The text describes Tanjung Putting National Park

This is one of the paragraphs describing Tanjung Putting National Park:<sup>7</sup>

Though the park is home to many animals, seeing orangutans is usually the visitors' main reason to visit the park. Orangutans, which literally mean the man of the forest, are the largest arboreal animal on the planet. Most of their lives are spent in trees where orangutans travel from branch to branch by climbing or swinging with their long arms.

## 2) The text uses simple present tense

- Tanjung Putting National Park is an internationally famous ecotourism destination

S + is + O

- Visitors from foreign countries come to this park because of its amazing nature

S + V1 + O

## g. Appreciate the personal differences

Appreciate the personal differences means that in the text there is no comparison, both in terms of gender, ethnicity, religion, or race. After reading the whole of Tanjung Putting National Park text, there is no comparison, both in terms of gender, ethnicity, religion, or race.

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<sup>7</sup>Widia, Rohmah, and Furaidah.

This text only talks about the features of ecotourism destination, it is Tanjung Putting National Park.

## 2. Text 2

### a. Interested

The first characteristic of good materials is interested. In this material, there is a picture related to the discussion presented in the reading materials, it is also colored so that it can make students more interested in reading the text. (It can be seen in text 2 appendix 1)

### b. Illustrative

The third characteristic is illustrative. In this reading material, there is a picture that can help to clarify the content of the text, as seen below:<sup>8</sup>



Taken from: <http://www.santabanta.com/photos/tajmahal/9012035.ht>  
Picture 4.3

The illustration above is Taj Mahal. it is in accordance with the title of the reading text, it is Taj Mahal.

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<sup>8</sup>Widia, Rohmah, and Furaidah.

## c. Consider linguistic aspects

**Taj Mahal**

Taj Mahal, an epitome of love, is actually a mausoleum. Standing majestically on the banks of River Yamuna, the Taj Mahal is synonymous to love and romance. Taj Mahal was constructed by Mughal Emperor Shah Jahan in the memory of his beloved wife and queen. The name "Taj Mahal" was derived from the name of Shah Jahan's wife, Mumtaz Mahal, which means crown of palaces.

(Widia, Rohmah, and Furaidah)<sup>9</sup>

In this reading material, there are several morphological and syntactic aspects, as:

- 1) Morphological aspect
  - a) Lexical morpheme
    - Mausoleum (noun)
    - Beloved (adj)
  - b) Functional morpheme
    - The, an, a (article)
  - c) Derivational morpheme
    - majestically → majestic + al + ly
  - d) Inflectional morpheme
    - Palaces → palace + s
- 3) Syntactic aspect
  - Taj Mahal, an epitome of love, is actually a mausoleum

S + P + O

Taj Mahal, an epitome of love = S

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<sup>9</sup>Widia, Rohmah, and Furaidah.

Is = P

Actually a mausoleum = O

d. Related to other subjects

This material is talking about Taj Mahal, one of the seven wonders of the world. So, this reading material related with the history subject.

e. Stimulative

The next characteristic of good reading materials is stimulative. In this material, the stimulations are pronunciation practice. Before reading the text, students are asked to practice pronunciation by listening to the teacher first and then repeat, making it easier for students to read the text. As seen in the picture below:<sup>10</sup>



**PRONUNCIATION PRACTICE**

Listen to your teacher reading aloud the following words. Repeat after him/her.

epitome	: / ɪ'pɪtəmi /
mausoleum	: / ,mɔ:sə'li:əm /
inlaid	: / ,ɪn'leɪd /
intricate	: / 'ɪntrɪkət /
slender	: / 'slendər /
octagonal	: / ɒk'tæɡən ə l /
be adorned	: / ə'dɔ:rn /
house (verb)	: / haʊs /

f. Clear concept

This text is a descriptive text that describes one of the seven wonders of the world called Taj Mahal. The concept of this text:

<sup>10</sup>Widia, Rohmah, and Furaidah.

## 1) The text describes Taj Mahal

This is one of the paragraphs describing Taj Mahal:<sup>11</sup>

Taj Mahal represents the finest architectural and artistic achievement. The mausoleum was constructed of pure white marble. The white marble is inlaid with semi-precious stones (including jade, crystal, lapis lazuli, amethyst and turquoise) that form the intricate designs. Its central dome reaches a monkeys anxiously await klotok arrivals. A troop of 30 light-brown monkeys may plunge from branches 10 meters or higher into the river and cross directly in front of the boat. These monkeys know that the boat's engine noise and the threat of its propeller scare crocodiles, which find these chubby monkeys delicious. At night, you can enjoy the clear sky and the amazingly bright stars as the only lights for the night.

## 2) The text uses simple present tense

- Taj Mahal, an epitome of love, is actually a mausoleum

S + is + O

## g. Appreciate the personal differences

After reading the whole of Taj Mahal text, there is no comparison, both in terms of gender, ethnicity, religion, or race. This text only talks about the beauty of Taj Mahal. It means that the text appreciates the personal differences.

## 3. Text 3

## a. Interested

The first characteristic of good materials is interested. In this material, there is a picture related to the discussion presented in the reading materials, it is also colored so that it can make students more interested in reading the text. (It can be seen in text 3 appendix 1)

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<sup>11</sup>Widia, Rohmah, and Furaidah.



b. Illustrative

The third characteristic is illustrative. In this reading material, there is a picture that can help to clarify the content of the text, as below:<sup>12</sup>



**Read the following text, and then answer the comprehension questions.**

**Meeting My Idol**



Source: <http://www.mataberita.com/profil-dan-foto-afgan-syah-reza.html>  
Picture 8.4

Afgan has always been my favorite singer. I had always been thinking of how I would feel when I met him. Then I was suddenly hit by lightning when I found out Afgan was coming to town for a concert in a local auditorium. A day before the concert, there would be a meet-and-greet event at a local radio station. Feeling excited, I packed all my Afgan's CDs to get his signature at the event.

The picture above is Afgan, an idol that has many achievements.

It is in accordance with the title of the reading text, it is meeting my idol. So, the idol in this case is Afgan.

c. Consider linguistic aspects

In this reading material, there are several morphological and syntactic aspects, as:<sup>13</sup>

**Meeting My Idol**

Afgan has always been my favorite singer. I had always been thinking of how I would feel when I met him. Then I was suddenly hit by lightning when I found out Afgan was coming to town for a concert in a local auditorium. A day before the concert, there would be a meet-and-greet event at a local radio station. Feeling excited, I packed all my Afgan's CDs to get his signature at the event.

<sup>12</sup>Widia, Rohmah, and Furaidah.

<sup>13</sup>Widia, Rohmah, and Furaidah.

## 1) Morphological aspect

## a) Lexical morpheme

- Feel (verb)
- Concert (noun)

## b) Functional morpheme

- a (article)

## c) Derivational morpheme

- Singer → sing + er

## 2) Syntactic aspect

- I packed all my Afgan's CDs to get his signature at the event

S + P + O

I = S

Packed = P

all my Afgan's CDs to get his signature at the event = O

## d. Stimulative

The next characteristic of good reading materials is stimulative.

In this material, the stimulations are warmer activities, vocabulary builder, and pronunciation practice.

- 1) Warmer. This activity leads students to the theme about idol and make the students relax to study more. As seen in the picture below:<sup>14</sup>

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<sup>14</sup>Widia, Rohmah, and Furaidah.



### WARMER

Look at the pictures below. Do you know these people? What are they famous for? Discuss with your classmates!



Source: [https://upload.wikimedia.org/wikipedia/commons/5/59/Anggun\\_-\\_Trianon\\_Paris\\_-\\_juin\\_2012\\_\(7386536046\).jpg](https://upload.wikimedia.org/wikipedia/commons/5/59/Anggun_-_Trianon_Paris_-_juin_2012_(7386536046).jpg)  
Picture 8.2



Source: [http://prettywallpapershd.com/wp-content/uploads/2016/01/lionel\\_messi\\_wallpapers\\_new\\_fr5.jpg](http://prettywallpapershd.com/wp-content/uploads/2016/01/lionel_messi_wallpapers_new_fr5.jpg)  
Picture 8.3

### POINTS TO PONDER

What makes those people successful?  
What characters do those people have in common?

- 2) Vocabulary builder, students are asked to match the words in the left column with the synonyms on the right column. All of words or vocabularies in the column is related to the text “Meeting My Idol”



### VOCABULARY BUILDER

Match the words in the left column with the synonyms on the right column. Then, compare your work to your classmates.

- |   |   |                     |
|---|---|---------------------|
| 1. hit by lightning ( <i>adjective</i> )  | → | a. waiting room     |
| 2. a meet-and-greet event ( <i>noun</i> ) |   | b. come or arrive   |
| 3. excited ( <i>adjective</i> )           |   | c. sing together    |
| 4. lobby ( <i>noun</i> )                  |   | d. get along        |
| 5. memorabilia ( <i>noun</i> )            |   | e. fan meeting      |
| 6. showed up ( <i>verb</i> )              |   | f. merchandise      |
| 7. waved ( <i>verb</i> )                  |   | g. wonderful        |
| 8. crowd ( <i>noun</i> )                  |   | h. move             |
| 9. sang along ( <i>verb</i> )             |   | i. signature        |
| 10. autograph ( <i>noun</i> )             |   | j. great            |
| 11. speechless ( <i>adjective</i> )       |   | k. surprised        |
| 12. unreal ( <i>adjective</i> )           |   | l. anxious          |
| 13. cool/awesome ( <i>adjective</i> )     |   | m. very happy       |
| 14. friendly ( <i>adjective</i> )         |   | n. unbelievable     |
| 15. nervous ( <i>adjective</i> )          |   | o. can't say a word |
| 16. amazing ( <i>adjective</i> )          |   | p. a lot of people  |

(Widia, Rohmah, and Furaidah)<sup>15</sup>

<sup>15</sup>Widia, Rohmah, and Furaidah.

- 3) Pronunciation practice. Before reading the text, students are asked to practice pronunciation by listening to the teacher first and then repeat, making it easier for students to read the text.



### PRONUNCIATION PRACTICE

Listen to your teacher reading the following words.  
Repeat after him/her.

hit by lightning	: / hɪt baɪ 'laɪtnɪŋ /
a meet-and-greet event	: / ə mi:t ænd gri:t rɪ'vent /
excited	: / ɪk'saɪtəd /
lobby	: / 'lɒbi /
memorabilia	: / ,mem ə rə'brɪliə /
showed up	: / ʃəʊd ʌp /
waved	: / weɪvd /
crowd	: / kraʊd /
sang along	: / sæŋ ə'lɒŋ /
autograph	: / 'ɔ:təgrɑ:f /
speechless	: / 'spi:tʃləs /
unreal	: / ,ʌn'rɪəl /
cool/awesome	: / ku:l / / 'ɔ:s ə m /
friendly	: / 'frendli /
nervous	: / 'nɜ:vəs /
amazing	: / ə'meɪzɪŋ /

(Widia, Rohmah, and Furaidah)<sup>16</sup>

e. Clear concept

This text is a recount text that talks about the writer's experience met her idol, Afgan. The concept of this text:

1) The text talks about experience

This is one of the paragraphs that talks about the writer's experience met her idol:<sup>17</sup>

<sup>16</sup>Widia, Rohmah, and Furaidah.

<sup>17</sup>Widia, Rohmah, and Furaidah.

On that bright and sunny Saturday morning, the radio station was full of Afganism (that's how Afgan's fans are called). They sat on the chairs prepared inside the radio station's lobby. Some stood in rows in the front yard of the radio station. A spot inside a lobby was prepared with a mini stage for Afgan's singing performance and a table for Afgan to sign Afganism's memorabilia. Finally, after about 40 or 50 minutes wait, Afgan showed up from inside the radio station. He smiled and waved to all Afganism who had been waiting excitedly saying, "Good morning. How are you all?" The crowd went crazy. The shouts sounded like a mix of "Fine, thank you" and screams of Afgan's name.

2) The text uses simple past tense

- They sat on the chairs prepared inside the radio stations lobby

S + V2 + O

f. Clear point of view

Point of view is storytelling technique that will create a different feel to the plot and the way the text is told. From this point of view, the writer seems to be the main actor or someone else in the story. In this text, the writer talks about her experience met with her idol, Afgan. The writer uses "I" in the text, it means the text uses the first-person point of view.

Afgan has always been my favorite singer. I had always been thinking of how I would feel when I met him. Then I was suddenly hit by lightning when I found out Afgan was coming to town for a concert in a local auditorium. A day before the concert, there would be a meet-and-greet event at a local radio station. Feeling excited, I packed all my Afgan's CDs to get his signature at the event.

(Widia, Rohmah, and Furaidah)<sup>18</sup>

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<sup>18</sup>Widia, Rohmah, and Furaidah.

g. Cultural values

Cultural values are values that are embedded in a society, it can be habits, beliefs, or symbols. In this text, there is a cultural value that is taught in society, it is friendly attitude. This is found in the following sentence:<sup>19</sup>

write it on the CD to say "To Mia, Love Afgan". He was also very friendly, so I didn't feel too nervous when I had a chance to take pictures with him. He was just an amazing person. That was one of the best days in my personal life history.

h. Appreciate the personal differences

After reading the whole of the text, there is no comparison, both in terms of gender, ethnicity, religion, or race. This text only talks about the writer experience met her idol. It means that the text appreciates the personal differences.

**4. Text 4**

a. Interested

The first characteristic of good materials is interested. In this material, there is a picture related to the discussion presented in the reading materials, it is also colored so that it can make students more interested in reading the text. (it can be seen in text 4 appendix 1)

b. Motivated

The second characteristic of good materials is motivated. This text contains implicit meaning. After reading the whole of text, it can be seen that B.J. Habibie is a very hard worker, educated, and has a

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<sup>19</sup>Widia, Rohmah, and Furaidah.

high spirit. This can be used as motivation for every student who reads texts about B.J. Habibie is in order to imitate his good character.

c. Illustrative

The third characteristic is illustrative. In this reading material, there is a picture that can help to clarify the content of the text, as below:<sup>20</sup>

**B.J. HABIBIE**



Source: <http://peperonity.com/go/sites/mview/effendy/26817732/26817810>  
Picture 10.2

Bacharuddin Jusuf Habibie known as B.J. Habibie was born on 25 June 1936. He was the Third President of the Republic of Indonesia (1998–1999). Habibie was born in Parepare, South Sulawesi Province to Alwi Abdul Jalil Habibie and R.A. Tuti Marini Puspowardojo. His father was an agriculturist from Gorontalo of Bugis descent and his mother was a Javanese noblewoman from Yogyakarta. His parents met while studying in Bogor. When he was 14 years old, Habibie's father died.

Following his father's death, Habibie continued his studies in Jakarta and then in 1955 moved to Germany. In 1960, Habibie received a degree in engineering in Germany, giving him the title *Diplom-Ingenieur*.

The picture above is B.J Habibie, a smart man who had served as the third president of Indonesia. It is in accordance with the title of the reading text also all of the text is about B.J. Habibie.

d. Consider linguistic aspects

In this reading material, there are several morphological and syntactic aspects, as:<sup>21</sup>

Habibie did accept a position with Messerschmitt-Bölkow-Blohm in Hamburg. There, he developed theories on thermodynamics, construction, and aerodynamics known as the Habibie Factor, Habibie Theorem, and Habibie Method, respectively. He worked for Messerschmit on the development of the Airbus A-300B aircraft. In 1974, he was promoted to vice president of the company.

<sup>20</sup>Widia, Rohmah, and Furaidah.

<sup>21</sup>Widia, Rohmah, and Furaidah.

## 1) Morphological aspect

## a) Lexical morpheme

- Method (noun)

## b) Functional morpheme

- The, a (article)

## c) Derivational morpheme

- construction → construct + ion

## d) Inflectional morpheme

- thermodynamics → thermodynamic + s

## 4) Syntactic aspect

- He worked for Messerschmit on the development of the Airbus A-300B aircraft

S + P + O

He = S

Worked = P

For Messerschmit on the development of the Airbus A-300B

aircraft = O

## e. Related to other subjects

This material is talking about B.J Habibie, a smart man who had served as the third president of Indonesia. the subject that discusses about presidents especially in Indonesia is history subject. So, this reading material related with the history subject.



f. Stimulative

The next characteristic of good reading materials is stimulative. In this material, the stimulations are warmer activities, vocabulary builder, and pronunciation practice.

- 1) Warmer. This activity leads students to the theme and make the students relax to study more. This warmer is playing the Hangman game.



Hangman

Your teacher will tell you how to play Hangman. You have to guess what words that your teacher has in mind.



(Widia, Rohmah, and Furaidah)<sup>22</sup>

- 4) Vocabulary builder, students are asked to match the words in the left column with the Indonesian equivalents in the right column. All of words or vocabularies in the column is related to the text “B.J. Habibie”

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<sup>22</sup>Widia, Rohmah, and Furaidah.



## VOCABULARY BUILDER

Match the words with their Indonesian equivalents. Compare your work to your classmate's.

descent ( <i>noun</i> )	pensiun
a sick leave ( <i>noun</i> )	pengunduran diri
reacquainted ( <i>verb</i> )	meninggalkan/ menyerahkan
settled in ( <i>verb</i> )	berteman kembali
marque ( <i>noun</i> )	cuti sakit
respectively ( <i>adverb</i> )	secara berurutan
retirement ( <i>noun</i> )	merek/label
resignation ( <i>noun</i> )	keturunan
sworn in ( <i>verb</i> )	menetap, tinggal
relinquishing ( <i>verb</i> )	menerbitkan
release ( <i>verb</i> )	disumpah

(Widia, Rohmah, and Furaidah)<sup>23</sup>

- 5) Pronunciation practice. Before reading the text, students are asked to practice pronunciation by listening to the teacher first and then repeat, making it easier for students to read the text.



## PRONUNCIATION PRACTICE

Listen to your teacher reading the following words. Repeat after him/her.

agriculturist	: / ˌægrɪˈkʌltʃə rɪst /
descent	: / dɪˈsent /
reacquainted	: / rɪəˈkweɪntəd /
wage	: / weɪdʒ /
aerodynamics	: / ˌeəroʊdaɪˈnæmɪk /
announced	: / əˈnaʊnsd /
resignation	: / ˌrezɪgˈneɪʃən /
chaos	: / ˈkeɪ-ɒs /
relinquishing	: / rɪˈlɪŋkwɪʃɪŋ /

(Widia, Rohmah, and Furaidah)<sup>24</sup>

<sup>23</sup>Widia, Rohmah, and Furaidah.

<sup>24</sup>Widia, Rohmah, and Furaidah.

## g. Clear concept

This text is a recount text that talks about the biography of B.J. Habibie. The concept of this text:

## 1) The text talks about biography

This is one of the paragraphs that talks about B.J. Habibie's biography:<sup>25</sup>

Bacharuddin Jusuf Habibie known as BJ. Habibie was born on 25 June 1936. He was the Third President of the Republic of Indonesia (1998–1999). Habibie was born in Parepare, South Sulawesi Province to Alwi Abdul Jalil Habibie and R.A. Tuti Marini Puspowardojo. His father was an agriculturist from Gorontalo of Bugis descent and his mother was a Javanese noblewoman from Yogyakarta. His parents met while studying in Bogor. When he was 14 years old, Habibie's father died.

## 2) The text uses simple past tense

- He was the third President of the Republic of Indonesia.

S + V2 + O

## h. Clear point of view

Point of view is storytelling technique that will create a different feel to the plot and the way the text is told. From this point of view, the writer seems to be the main actor or someone else in the story. In this text, the writer talks about her experience met with her idol, Afgan. The writer uses "He" in the text, it means the text uses the third-person point of view. As seen below:<sup>26</sup>

He remained in Germany as a research assistant under Hans Ebner at the Lehrstuhl und Institut für Leichtbau, RWTH Aachen to conduct research for his doctoral degree.

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<sup>25</sup>Widia, Rohmah, and Furaidah.

<sup>26</sup>Widia, Rohmah, and Furaidah.

i. Cultural values

In this text, there is a cultural value that is taught in society, it is ambitious in knowledge. This is found in the following sentences (implicit meaning):<sup>27</sup>

Following his father's death, Habibie continued his studies in Jakarta and then in 1955 moved to Germany. In 1960, Habibie received a degree in engineering in Germany, giving him the title *Diplom-Ingenieur*.

j. Appreciate the personal differences

After reading the whole of the text, there is no comparison, both in terms of gender, ethnicity, religion, or race. This text only talks about B.J. Habibie, ex-president in Indonesia. It means that the text appreciates the personal differences.

## 5. Text 5

a. Interested

The first characteristic of good materials is interested. In this material, there is a picture related to the discussion presented in the reading materials, it is also colored so that it can make students more interested in reading the text. (It can be seen in text 5 appendix 1)

b. Motivated

The second characteristic of good materials is motivated. This text contains fairy tale about Issumboshi. This text contains of implicit meaning. In this story, Issumboshi is a brave man who has a body that

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<sup>27</sup>Widia, Rohmah, and Furaidah.

is smaller than normal people, but manages to help a princess who is attacked by a demon with his courage. This text about Issumboshi can motivate students to be brave in facing any problem.

c. Illustrative

The third characteristic is illustrative. In this reading material, there is some pictures that can help to clarify the content of the text, as seen below:<sup>28</sup>

**Task 1:**  
Read the text carefully.

Once upon a time there was an old couple who didn't have a child. They lived in a small house near the village forest. "Please give us a child," they asked God everyday.

One day, from the household Shinto altar, they heard a cute cry, "Waa! Waa!"



Source: [http://2.bp.blogspot.com/-t7R0kv6itAs/VVy47i9Cqy1/AAAAAAAAADk/0BI7mv0bwTk/s1600/IMG\\_20150520\\_232408.jpg](http://2.bp.blogspot.com/-t7R0kv6itAs/VVy47i9Cqy1/AAAAAAAAADk/0BI7mv0bwTk/s1600/IMG_20150520_232408.jpg)  
Picture 12.2



Source: <https://goukanatokoro.files.wordpress.com/2012/04/snap027.jpg?w=523>  
Picture 12.3

The pictures above are about Issumboshi, a man that given by God for the old couple. The first picture is Grandfather with Issumboshi, and the second picture is the princess with Issumboshi. It

<sup>28</sup>Widia, Rohmah, and Furaidah.

is in accordance with the title of the reading text also all of the text is about Issumboshi.

d. Consider linguistic aspects

In this reading material, there are several morphological and syntactic aspects, as<sup>29</sup>

One day, Issumboshi said, "I will go to the capital to study and become a respectable person. Then I will come back." Grandfather and Grandmother were worried about him, but Issumboshi's mind would not be changed. At once they began to prepare for his trip.

1) Morphological aspect

a) Lexical morpheme

- Study (verb)
- Grandfather (noun)

b) Functional morpheme

c) a (article) Derivational morpheme

- Respectable → respect + able

2) Syntactic aspect

- Grandfather and grandmother were borried about him

S + P + O

Grandfather and grandmother = S

Were = P

Borried about him = O

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<sup>29</sup>Widia, Rohmah, and Furaidah.

## e. Stimulative

The next characteristic of good reading materials is stimulative. In this material, the stimulations are warmer activities, vocabulary builder, and pronunciation practice.

- 1) Warmer. This activity leads students to the theme about story telling and make the students relax to study more.



## STORY TELLING

Your teacher will read you a familiar story.  
Use the following headings to discuss the story.

- When did the story happen?
- Who are the characters?
- Where did the story take place?
- What is the problem (complication)?
- What is the ending (resolution)?

(Widia, Rohmah, and Furaidah)<sup>30</sup>

- 2) Vocabulary builder, students are asked to match the words in the left column with the Indonesian equivalents on the right column. All of words or vocabularies in the column is related to the text “Issumboshi”, as seen in the picture below:<sup>31</sup>




Match the words with their Indonesian equivalents. Compare your work to your classmates.

couple ( <i>noun</i> )	terhormat
gift ( <i>noun</i> )	bersembahyang; beribadah
raise ( <i>verb</i> )	jin
bully ( <i>verb</i> )	menikam
respectable ( <i>adjective</i> )	membesarkan
anchor ( <i>verb</i> )	hadiah
retainer ( <i>noun</i> )	berlabuh
stab ( <i>verb</i> )	pelayan
worship ( <i>verb</i> )	pasangan
demon ( <i>noun</i> )	mengolok-olok

<sup>30</sup>Widia, Rohmah, and Furaidah.

<sup>31</sup>Widia, Rohmah, and Furaidah.

- 3) Pronunciation practice. Before reading the text, students are asked to practice pronunciation by listening to the teacher first and then repeat, making it easier for students to read the text.



Listen to your teacher reading the following words. Repeat after him/her.

couple	: / 'kʌp ə l /
gift	: / gɪft /
raise	: / reɪz /
bully	: / 'bʊli /

(Widia, Rohmah, and Furaidah)<sup>32</sup>

f. Clear concept

This text is a narrative text that talks about Issumboshi fairy tale.

The concept of this text:

- 1) The text talks about fairy tale (it can be seen in appendix 1 text 5)
- 2) The text uses simple past tense, as seen below:<sup>33</sup>

Once upon a time there was an old couple who didn't have a child. They lived in a small house near the village forest. "Please give us a child," they asked God everyday.

- They lived in a small house near the village forest

S + V2 + O

<sup>32</sup>Widia, Rohmah, and Furaidah.

<sup>33</sup>Widia, Rohmah, and Furaidah.



g. Clear point of view

This text talks fairy tale about Issumboshi. The writer uses “they” in the text, it means the text uses the third-person point of view. As seen below:<sup>34</sup>

Once upon a time there was an old couple who didn't have a child. They lived in a small house near the village forest. “Please give us a child,” they asked God everyday.

One day, from the household Shinto altar, they heard a cute cry, “Waa! Waa!”

h. Cultural values

One day the Princess went out to worship at the Kiyomizu Temple. Suddenly there was a strong wind, and some demons appeared. The leader of the demons tried to grab the Princess. “Help me!” she screamed. Issumboshi tried to help her, but the demon caught him and threw him into his mouth. Issumboshi, who was swallowed, jabbed and jabbed the demon's stomach. The demon rolled over and spat out Issumboshi.

(Widia, Rohmah, and Furaidah)<sup>35</sup>

In this text, there is a cultural value that is taught in society, it is help each other. This is found in the following sentences (implicit meaning)

i. Appreciate the personal differences

After reading the whole of the text, there is no comparison, both in terms of gender, ethnicity, religion, or race. This text only talks fairy tale about Issumboshi. It means that the text appreciates the personal differences.

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<sup>34</sup>Widia, Rohmah, and Furaidah.

<sup>35</sup>Widia, Rohmah, and Furaidah.

## 6. Text 6

### a. Interested

The first characteristic of good materials is interested. In this material, there is a picture related to the discussion presented in the reading materials, it is also colored so that it can make students more interested in reading the text. (it can be seen in text 6 appendix 1)

### b. Motivated

The second characteristic of good materials is motivated. This text contains fairy tale about Malin Kundang. This text contains of implicit meaning. Malin Kundang is a man who disobeyed his mother. In this story, Malin Kundang does not consider his own biological mother because he is ashamed to have a poor mother. in the end his mother cursed him to stone. This text regarding Malin Kundang can motivate students not to be disobedient to their parents but to love and respect their parents regardless of their situation and condition, because the prayers of parents are *Ridha* from Allah SWT.

### c. Illustrative

The third characteristic is illustrative. In this reading material, there is a picture in the background that can help to clarify the content of the text, as seen below:<sup>36</sup>

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<sup>36</sup>Widia, Rohmah, and Furaidah.

An old woman, who was Malin Kundang's mother, ran to the beach to meet the new rich merchant. She wanted to hug him to release her sadness of being lonely after a long time. When his mother came near him, Malin Kundang who was with his beautiful wife and his ship crews denied that she was his mother. She had pleaded Malin Kundang to look at her and admit that she was her mother. But he kept refusing to do it and yelling at her. At last Malin Kundang said to her "Enough, old woman! I have never had a mother like you, a dirty and ugly woman!" After that he ordered his crews to set sail to leave the old woman who was then full of sadness and anger. Finally, feeling enraged, she cursed Malin Kundang that he would turn into a stone if he didn't apologize to her. Malin Kundang just laughed and set sail. Suddenly a thunderstorm came in the quiet sea, wrecking his huge ship. He was thrown out to a small island. It was really too late for him to avoid his curse; he had turned into a stone.

Taken with adaptation from: <http://understandtext.blogspot.com/2009/05/narrative-analysis-on-malin-kundang.html>



The picture in the background above depicts a couple and an old woman, they are Malin Kundang, his wife, and his mother. It is in accordance with the title of the reading text also all of the text is about Malin Kundang.

d. Consider linguistic aspects

In this reading material, there are several morphological and syntactic aspects, as:<sup>37</sup>

A long time ago, in a small village near the beach in West Sumatra lived a woman and her son, Malin Kundang. Malin Kundang and his mother had to live hard because his father had passed away when he was a baby. Malin Kundang was a healthy, dilligent, and strong boy. He usually went to sea to catch fish. After getting fish he would bring it to his mother, or sell the caught fish in the town.

1) Morphological aspect

a) Lexical morpheme

- Diligent (adjective)
- Boy (noun)

b) Functional morpheme

- a (article)

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<sup>37</sup>Widia, Rohmah, and Furaidah.

## 3) Syntactic aspect

- Malin Kundang was a healthy, diligent, and strong boy

S + P + O

Malin Kundang = S

Was = P

A healthy, diligent, and strong boy = O

## e. Stimulative

The next characteristic of good reading materials is stimulative.

In this material, the stimulations are warmer activities, vocabulary builder, and pronunciation practice.

- 1) Warmer. This activity leads students to the story about Malin Kundang and make the students relax to study more.



Look at the pictures below! Do you know who or where they are?  
Discuss with your classmates!



Source: <http://www.kumpulansejarah.com/2012/10/sejarah-kisah-cerita-batu-malin-kundang.html>  
Picture 13.2



Source: <http://mantrano13.blogspot.com/2012/04/rumah-gadang-rumah-adat-minangkabau.html>  
Picture 13.3




Source: <http://www.pelaminanminang.com/>  
Picture 13.4

(Widia, Rohmah, and Furaidah)<sup>38</sup>

<sup>38</sup>Widia, Rohmah, and Furaidah.

- 2) Vocabulary builder, students are asked to match the words in the left column with the Indonesian equivalents on the right column. All of words or vocabularies in the column is related to the text “Malin Kundang”


 **VOCABULARY BUILDER**

Match the words with the Indonesian equivalents. Compare your work to your classmate's.

live hard ( <i>verb</i> )	mengenal
passed away ( <i>verb</i> )	kaya raya
raided ( <i>verb</i> )	hidup susah
pirates ( <i>noun</i> )	mengingkari
bravery ( <i>noun</i> )	menyerang
defeat ( <i>verb</i> )	menghancurkan
wealthy ( <i>adjective</i> )	membujuk
recognized ( <i>verb</i> )	keberanian
merchant ( <i>noun</i> )	mengutuk
denied ( <i>verb</i> )	pedagang atau saudagar
pleaded ( <i>verb</i> )	meninggal
cursed ( <i>verb</i> )	bajak laut
wreck ( <i>verb</i> )	mengalahkan

(Widia, Rohmah, and Furaidah)<sup>39</sup>

- 3) Pronunciation practice. Before reading the text, students are asked to practice pronunciation by listening to the teacher first and then repeat, making it easier for students to read the text. The pronunciation practice can be seen below:<sup>40</sup>

 **PRONUNCIATION PRACTICE**

Listen to your teacher reading the following words. Repeat after him/her.

live hard	: / lɪv hɑːrd /
passed away	: / pæsd əˈweɪ /
raided	: / ˈreɪdɪd /
pirates	: / ˈpaɪərəts /
bravery	: / ˈbreɪvəri /
defeat	: / dɪˈfiːt /
wealthy	: / ˈwelθi /
recognized	: / ˈrekəɡnaɪzd /
merchant	: / ˈmɜːtʃənt /
denied	: / dɪˈnaɪd /
pleaded	: / pliˈdeɪd /
cursed	: / kɜːrsd /
wreck	: / rek /

<sup>39</sup>Widia, Rohmah, and Furaidah.

<sup>40</sup>Widia, Rohmah, and Furaidah.

## f. Clear concept

This text is a narrative text that talks about The Legend of Malin Kundang fairy tale. The concept of this text:

- 1) The text talks about fairy tale (it can be seen in appendix 1 text 6)
- 2) The text uses simple past tense, as seen below:<sup>41</sup>

A long time ago, in a small village near the beach in West Sumatra lived a woman and her son, Malin Kundang. Malin Kundang and his mother had to live hard because his father had passed away when he was a baby. Malin Kundang was a healthy, diligent, and strong boy. He usually went to sea to catch fish. After getting fish he would bring it to his mother, or sell the caught fish in the town.

- Malin Kundang was a healthy, diligent, and strong boy

S + was + O/C

## g. Clear point of view

In this text, the writer talks fairy tale about the legend of Malin Kundang. The writer uses “He” in the text, it means the text uses the third-person point of view, it can be seen below:<sup>42</sup>

A long time ago, in a small village near the beach in West Sumatra lived a woman and her son, Malin Kundang. Malin Kundang and his mother had to live hard because his father had passed away when he was a baby. Malin Kundang was a healthy, diligent, and strong boy. He usually went to sea to catch fish. After getting fish he would bring it to his mother, or sell the caught fish in the town.

## h. Cultural values

But he kept refusing to do it and yelling at her. At last Malin Kundang said to her “Enough, old woman! I have never had a mother like you, a dirty and ugly woman!” After that he ordered his crews to set sail to leave the old woman who was then full of sadness and anger. Finally, feeling enraged, she cursed Malin Kundang that he would turn into a stone if he didn’t apologize to her. Malin Kundang just laughed and set sail. Suddenly a thunderstorm came in the quiet sea, wrecking his huge ship. He was thrown out to a small island. It was really too late for him to avoid his curse; he had turned into a stone.

(Widia, Rohmah, and Furaidah)<sup>43</sup>

<sup>41</sup>Widia, Rohmah, and Furaidah.

<sup>42</sup>Widia, Rohmah, and Furaidah.

<sup>43</sup>Widia, Rohmah, and Furaidah.

In this text, there is a cultural value that is taught in society, it is do not disobedient to our parents. This is found in the following sentences (implicit meaning)

i. Appreciate the personal differences

After reading the whole of the text, there is no comparison, both in terms of gender, ethnicity, religion, or race. This text only talks fairy tale about Malin Kundang. It means that the text appreciates the personal differences.

## **CHAPTER IV**

### **DATA ANALYSIS AND DISCUSSION**

#### **A. Data Analysis**

English textbook "*Bahasa Inggris*" for grade X of Senior High School written by Utami Widiati, Zuliati Rohmah, and Furaidah, published by *Kementerian Pendidikan dan Kebudayaan Republik Indonesia*. This textbook consists of 15 chapters and 223 pages. Every chapter have seven skills within, they are vocabulary, pronunciation, listening, reading comprehension, writing, grammar, and speaking. Reading materials in the textbook contains 3 text genres, it is descriptive text, recount text, and narrative text. The researcher took 2 texts for each text genre as representatives of the whole reading materials., it is: "Tanjung Puting National Park" in chapter IV & "Taj Mahal" in chapter IV for descriptive text, "Meeting My Idol" in chapter VIII & "BJ Habibie" in chapter X for Recount text, and "Issumboshi" in chapters XII & "The Legend of Malin Kundang" in chapter XIII for narrative text. The reading materials have been analyzed based on Greene & Petty's statement of good materials characteristics. They are: interested, motivated, illustrative, consider aspects of linguistics, related to other subjects, stimulative, clear concept, clear point of view, cultural values and appreciate the personal differences of the user.



In text 1, the reading material "Tanjung Putting National Park" met 7 of the 10 good English textbook characteristics. The characteristics are interested, motivated, illustrative, consider linguistic aspect, stimulative, clear concept, and appreciates the personal differences.

Based on the result analysis above, the researcher can take the conclusion that the reading material "Tanjung Putting National Park" in chapter IV is good.

In text 2, the reading material "Taj Mahal" met 7 of the 10 good English textbook characteristics. The characteristics are interested, illustrative, consider linguistic aspect, related to other subjects, stimulative, clear concept, and appreciates the personal differences.

Based on the result analysis above, the researcher can take the conclusion that the reading material "Taj Mahal" in chapter IV is good.

In text 3, the reading material "Meeting My Idol" met 8 of the 10 good English textbook characteristics. The characteristics are interested, illustrative, consider linguistic aspect, stimulative, clear concept, clear point of view, cultural values, and appreciates the personal differences.

Based on the result analysis above, the researcher can take the conclusion that the reading material "Meeting My Idol" in chapter VIII is very good.

In text 4, the reading material "BJ Habibie" met all characteristics of good materials. They are: interested, motivated, illustrative, consider aspects of linguistics, related to other subjects, stimulative, clear concept,

clear point of view, cultural values and appreciate the personal differences of the user. Based on the result analysis above, the reseacher can take the conclusion that the reading material "BJ Habibie" in chapter X is very good.

In text 5, the reading material "Issumboshi" met 9 of the 10 good English textbook characteristics. The characteristics are interested, motivated, illustrative, consider linguistic aspect, stimulative, clear concept, clear point of view, cultural values, and appreciates the personal differences.

Based on the result analysis above, the researcher can take the conclusion that the reading material "Issumboshi" in chapter XII is very good.

In text 2, the reading material "The Legend of Malin Kundang" met 9 of the 10 good English textbook characteristics. The characteristics are interested, motivated, illustrative, consider linguistic aspect, stimulative, clear concept, clear point of view, cultural values, and appreciates the personal differences.

Based on the result analysis above, the researcher can take the conclusion that the reading material "The Legend of Malin Kundang" in chapter XIII is very good.

based on the results of the analysis above, the data can be presented in the table, as follows:

No	Reading materials	Good Material Characteristics	
		Greeny & Petty's statement	Researcher's analysis
1	Text 1	<ol style="list-style-type: none"> <li>1. Interested</li> <li>2. Motivated</li> <li>3. Illustrative</li> <li>4. Consider of linguistic aspects</li> <li>5. Related to other subjects</li> <li>6. Stimulative</li> <li>7. Clear concept</li> </ol>	<ol style="list-style-type: none"> <li>1. Interested</li> <li>2. Motivated</li> <li>3. Illustrative</li> <li>4. Consider of linguistic aspects</li> <li>5. Stimulative</li> <li>6. Clear concept</li> <li>7. Appreciate the personal differences</li> </ol>
2	Text 2	<ol style="list-style-type: none"> <li>8. Clear point of view</li> <li>9. Cultural values</li> <li>10. Appreciate the personal differences</li> </ol>	<ol style="list-style-type: none"> <li>1. Interested</li> <li>2. Illustrative</li> <li>3. Consider of linguistic aspects</li> <li>4. Related to other subjects</li> <li>5. Stimulative</li> <li>6. Clear concept</li> <li>7. Appreciate the personal differences</li> </ol>

3	Text 3		<ol style="list-style-type: none"> <li>1. Interested</li> <li>2. Illustrative</li> <li>3. Consider of linguistic aspects</li> <li>4. Stimulative</li> <li>5. Clear concept</li> <li>6. Clear point of view</li> <li>7. Cultural values</li> <li>8. Appreciate the personal differences</li> </ol>
4	Text 4		<ol style="list-style-type: none"> <li>1. Interested</li> <li>2. Motivated</li> <li>3. Illustrative</li> <li>4. Consider of linguistic aspects</li> <li>5. Related to other subjects</li> <li>6. Stimulative</li> <li>7. Clear concept</li> <li>8. Clear point of view</li> <li>9. Cultural values</li> <li>10. Appreciate the personal differences</li> </ol>

5	Text 5		<ol style="list-style-type: none"> <li>1. Interested</li> <li>2. Motivated</li> <li>3. Illustrative</li> <li>4. Consider of linguistic aspects</li> <li>5. Stimulative</li> <li>6. Clear concept</li> <li>7. Clear point of view</li> <li>8. Cultural values</li> <li>9. Appreciate the personal differences</li> </ol>
6	Text 6		<ol style="list-style-type: none"> <li>1. Interested</li> <li>2. Motivated</li> <li>3. Illustrative</li> <li>4. Consider of linguistic aspects</li> <li>5. Stimulative</li> <li>6. Clear concept</li> <li>7. Clear point of view</li> <li>8. Cultural values</li> <li>9. Appreciate the personal differences</li> </ol>

Based on the data analysis, the researcher discussed the result of the research on good reading material characteristics analysis of textbook "*Bahasa Inggris*" for grade X students of Senior High School, where the result is most of the reading materials in the textbook "*Bahasa Inggris*" met the characteristics of good English textbook as Greene & Petty's statement.

Text 1 met 7 of 10 good materials characteristics. There are no related to other subjects, clear point of view, and cultural values characteristics. This text only describes how the amazing nature of Tanjung Puting National Park, so there are no cultural values contained in this text, also there are no other subjects in school that learn about Tanjung Puting National Park, so it does not meet the cultural values, and related to other subject's characteristic. This text also does not have a clear point of view because there is no clear subject in the text. So, it does not meet the clear of view point characteristic.

Text 2 met 7 of 10 good materials characteristics. There are no motivated, clear point of view, and cultural values characteristics. This text only describes how the beauty nature of Taj Mahal, so there are no cultural values and motivated contained in this text, also does not have a clear point of view because there is no clear subject in the text. So, it does not meet the clear of view point characteristic.

Text 3 met 8 of 10 good materials characteristics. There are no related to other subjects and motivated characteristics. This text talks about the writer's experience when she met her idol, Afgan. So, there are no motivated contained in this text, also there are no other subjects in school that learn about Afgan, so it does not meet the related to other subject's characteristic.

Text 4 met all of good materials characteristics. They are interested, motivated, illustrative, consider aspects of linguistics, related to other subjects, stimulative, clear concept, clear point of view, cultural values and appreciate the personal differences of the user.

Text 5 met 9 of 10 good materials characteristics. There are no related to other subjects' characteristics. This text talks fairy tale about Issumboshi. So, there are no other specific subjects in the school that learn about Issumboshi, so it does not meet the related to other subject's characteristic.

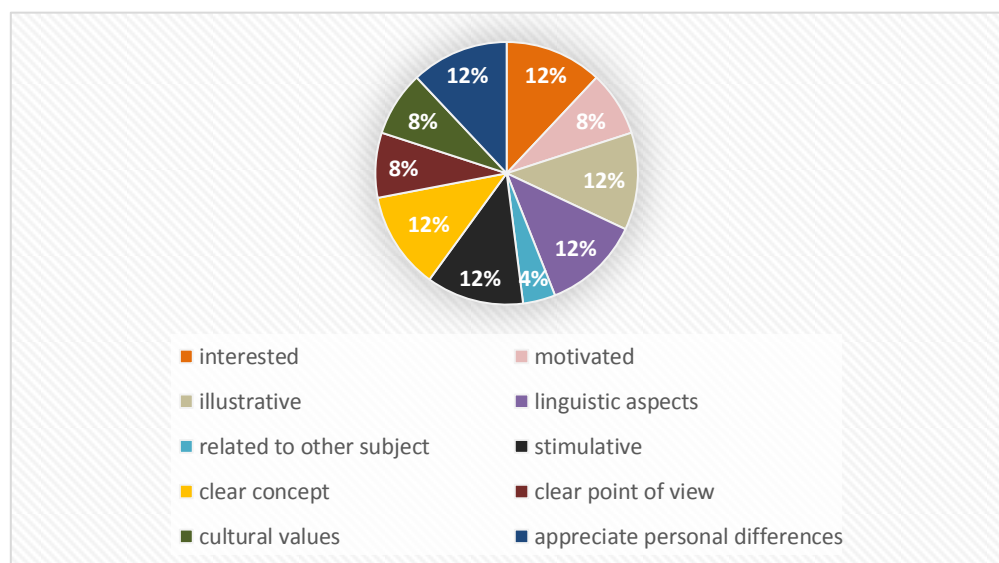
Text 6 met 9 of 10 good materials characteristics. There are no related to other subjects' characteristics. This text talks fairy tale about the legend of Malin Kundang. So, there are no other specific subjects in the school that learn about the legend of Malin Kundang, so it does not meet the related to other subject's characteristic.

Based on the above analysis, the percentages of each criterion in the characteristics of good materials proposed by Greeny & Petty that met the reading materials can be as follows:

Percentage:  $\frac{\text{the number of characteristics meets reading materials}}{\text{total number of characteristics that meets the text}} \times 100\%$

1. Interested:  $\frac{6}{50} \times 100\% = 12\%$
2. Motivated:  $\frac{4}{50} \times 100\% = 8\%$
3. Illustrative:  $\frac{6}{50} \times 100\% = 12\%$
4. Consider of linguistic aspects:  $\frac{6}{50} \times 100\% = 12\%$
5. Related to other subjects:  $\frac{2}{50} \times 100\% = 4\%$
6. Stimulative:  $\frac{6}{50} \times 100\% = 12\%$
7. Clear concept:  $\frac{6}{50} \times 100\% = 12\%$
8. Clear point of view:  $\frac{4}{50} \times 100\% = 8\%$
9. Cultural values:  $\frac{4}{50} \times 100\% = 8\%$
10. Appreciate the personal differences:  $\frac{6}{50} \times 100\% = 12\%$

From the calculation above, it can be described:





From the diagram above, it can be seen that the criteria in characteristics of good materials proposed by Greeny & Petty that are more fulfilled in the textbook are interested, illustrative, linguistic aspects, stimulative, clear concept, and appreciate the personal differences, that is 12% for each criterion. While motivated, cultural values, clear point of view are 8% and the least is related to another subject, that is only 4%.

Besides, the percentages of overall characteristics met reading materials can be as follows:

$$\text{Percentage: } \frac{\text{the number of characteristics meets reading materials}}{\text{total number of characteristics}} \times 100\%$$

$$\text{Text 1: } \frac{7}{10} \times 100\% = 70\%$$

$$\text{Text 2: } \frac{7}{10} \times 100\% = 70\%$$

$$\text{Text 3: } \frac{8}{10} \times 100\% = 80\%$$

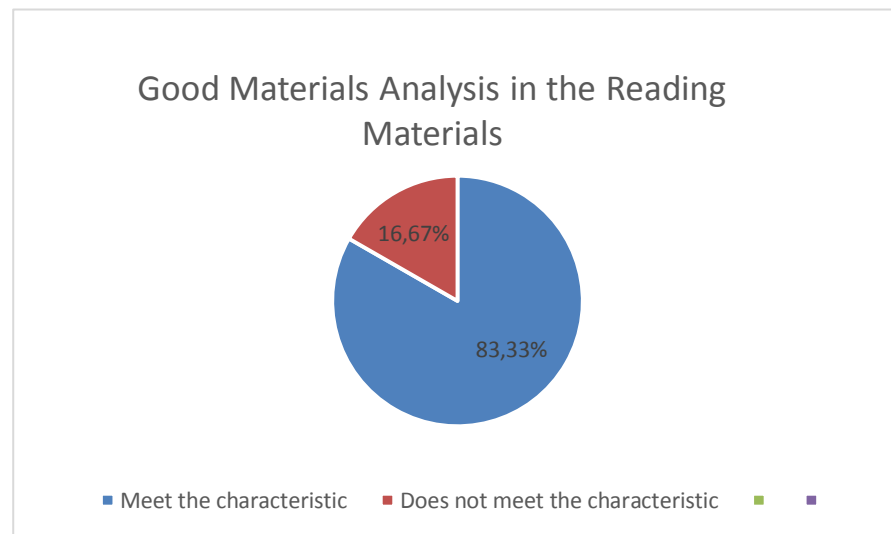
$$\text{Text 4: } \frac{10}{10} \times 100\% = 100\%$$

$$\text{Text 5: } \frac{9}{10} \times 100\% = 90\%$$

$$\text{Text 6: } \frac{9}{10} \times 100\% = 90\%$$

$$\text{Data percentage: } \frac{\text{Text 1} + \text{Text 2} + \text{Text 3} + \text{Text 4} + \text{Text 5} + \text{Text 6}}{6} \times 100\%$$

$$\frac{70+70+80+100+90+90}{6} \times 100\% = 83,33\%$$



From the results of the research above, the percentage obtained in the calculation of the data is 83.33% of the reading materials in the textbook "*Bahasa Inggris*" met the characteristics proposed by Greeny & Petty, and the remaining 16.67% did not meet the characteristics. Therefore, the researcher concludes that the reading materials in the "*Bahasa Inggris*" textbook for grade X students of Senior High School are good because the percentage of reading materials meets the characteristics proposed by Greeny & Petty is more than 80%.

## **B. Discussion**

The result above is supported by one of the previous researches mentioned in the review of related finding. It is in Fakhomah's research, the research result is the textbook "*Bahasa Inggris*" for grade X of Senior High School is suitable to be used by tenth grade students. It because the textbook is compatible with Tomlinson's criteria of good textbook. The textbook gains percentage 93,75% of the compatible with

Tomlinson's theory. The textbook also supports three language skills for the students in English teaching learning process. However, the textbook does not support one skill. It is listening skill. They are reading, speaking and writing. It gains percentage 75%. So, based on the researcher's finding and Fakhomah's finding, the researcher concluded that the textbook "*Bahasa Inggris*" for grade X of senior high school has good quality, so it is suitable to be used by tenth grade students.<sup>1</sup>

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<sup>1</sup>Fakhomah, "An Analysis on English Textbook Entitled Bahasa Inggris Based on Tomlinson's Theory."

## CHAPTER V

### CONCLUSION AND SUGGESTIONS

#### A. Conclusion

The reading materials have been analyzed based on Greene & Petty's statement of good material characteristics. They are: interested, motivated, illustrative, consider aspects of linguistics, related to other subjects, stimulative, clear concept, clear point of view, cultural values and appreciate the personal differences of the user. From this analysis result, the criteria in characteristics of good materials proposed by Greeny & Petty that are more fulfilled in the textbook are interested, illustrative, linguistic aspects, stimulative, clear concept, and appreciate the personal differences, that is 12% for each criterion. Besides, the researcher states that the textbook "*Bahasa Inggris*" for grade X students of Senior High School categorized in good quality of English textbook because "*Bahasa Inggris*" textbook almost provided all good material characteristics based on Greene & Petty's statement, it gains 83,33%.

#### B. Suggestions

Three parties can take advice:

1. The author, because of some discrepancies found in text book "*Bahasa Inggris*" for grade X of Senior High School. They should

consider the arrangement of reading materials based on the level of difficulty. So, the students can learn it more easily.

2. Teachers, they must be selective in choosing English textbooks. textbook "*Bahasa Inggris*" for grade X of Senior High School can be a good choice for learning English in the classroom.
3. Other researchers, need to be encouraged to analyze textbooks and need to develop further studies on textbook analysis which still lacks attention in the field.

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## CURRICULUM VITAE



### A. Identify

Name : Winda Rizki Listia  
Reg. Num : 1620300098  
Place/Birth : Padangsidempuan, 25 March 1999  
Gender : Female  
Religion : Moeslim  
Address : Jl. Dr. Payungan Gg. Lestari No. 25 Kel. Tobat Kec.  
Padangsidempuan Utara

### B. Parents

Father's Name : Drs. Yuswin Harputra, M.Pd.  
Father's Job : Lecturer  
Mother's Name : Lisdawaty  
Mother's Job : Housewife  
Address : Jl. Dr. Payungan Gg. Lestari No. 25 Kel. Tobat Kec.  
Padangsidempuan Utara

### C. Education Background

1. Graduated From Elementry School SD Negeri 200102/2 Padangsidempuan
2. Graduated From Junior High School SMP Negeri 3 Padangsidempuan
3. Graduated From Senior High School SMA Negeri 2 Padangsidempuan
4. Be University Students IAIN Padangsidempuan 2016



# **APPENDIXES**

**APPENDIX 1**

**READING MATERIALS IN**  
**TEXTBOOK “*BAHASA INGGRIS*”**

**TEXT 1**



## READING

### Task 1:

Now, read text 1 carefully. What do you think about the place described below?

#### Text 1

### TANJUNG PUTING NATIONAL PARK

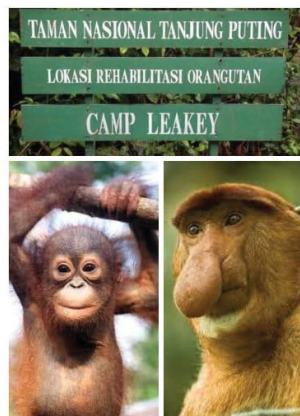
Tanjung Puting National Park is an internationally famous ecotourism destination, which is located in the southwest of Central Kalimantan peninsula. Visitors from foreign countries come to this park because of its amazing nature. This is called a park, but unlike any park that you have seen in your city, this is a jungle! It is a real jungle, which is home to the most interesting animal in the world: orangutans.

Though the park is home to many animals, seeing orangutans is usually the visitors' main reason to visit the park. Orangutans, which literally mean the man of the forest, are the largest arboreal animal on the planet. Most of their lives are spent in trees where orangutans travel from branch to branch by climbing or swinging with their long arms.

To see orangutans, we should go to Camp Leakey, which is located in the heart of Tanjung Puting National Park. Camp Leakey is a rehabilitation place for ex-captive orangutans and also a preservation site. It is also a famous center for research about orangutans which has been conducted by the famous primatologist Dr. Birute Galdikas since 1971. Here visitors can see daily feedings to orangutans at jungle platforms as part of the rehabilitation process to their natural habitat. This event gives them opportunity to see orangutans up close.

To reach the place, we should take a boat down Sekonyer river. The boat is popularly called perahu klotok which is a boathouse that can accommodate four people. The trip by the boat to Camp Leakey takes three days and two nights. You sleep, cook, and eat in that klotok, night and day during your journey into the jungle.

The traveling in the boat offers an unforgettable experience. In daylight, on your way to Camp Leakey, you can see trees filled with proboscis monkeys, monkeys that have enormous snout which can only be found in Kalimantan. The



Source: <http://orangutanexplore.com>  
Picture 4.2

monkeys anxiously await klotok arrivals. A troop of 30 light-brown monkeys may plunge from branches 10 meters or higher into the river and cross directly in front of the boat. These monkeys know that the boat's engine noise and the threat of its propeller scare crocodiles, which find these chubby monkeys delicious. At night, you can enjoy the clear sky and the amazingly bright stars as the only lights for the night.

With such exotic nature, no wonder many tourists from foreign countries who love ecotourism frequently visit Tanjung Puting National Park. What about you?

Text sources: (1) <https://www.lonelyplanet.com/indonesia/tanjung-puting-national-park/sights/natural-parks-forests/tanjung-puting-national-park> (2) [www.Indonesian.travel.com](http://www.Indonesian.travel.com); (3) [www. Exploguide.com](http://www.Exploguide.com)

### Task 2:

Answer the following questions briefly.

1. Based on the text, can you guess what ecotourism is? Give some examples of other ecotourism destinations.
2. As one of ecotourism destinations, what does Tanjung Puting National Park offer to tourists?
3. How is the park different from the parks in cities?
4. How is Camp Leakey related to Tanjung Puting National Park?
5. What does the word *ex-captive* tell you about the orangutans in Camp Leakey, which is a rehabilitation site for orangutans?
6. How can people reach Camp Leakey?
7. What is special about the means of transportation to Camp Leakey.
8. What can tourists enjoy during their trip to Camp Leakey?
9. What do you think is the most interesting scene in Tanjung Puting National Park?
10. How important is the research by Dr. Birute Galdikas?
11. What is the author's purpose in writing this text?
12. How is each paragraph related to each other?
13. What is the most dominant tense used in this text?

### Task 3 :

Tourists probably bring food and snacks in paper or plastic packages when they visit Tanjung Puting National Park. What should they do with the wastes? If you were also a tourist, what would you do?

### Task 4:

Rearrange the place of the main ideas in the right column to match it with the purpose of each paragraph.

**TEXT 2**

false	: / fəʊls /
tomb	: / tu:m /
majestically	: / mə'dʒestɪk kli /
tinge	: / tɪndʒ /
breathhtaking	: / 'breθ,tetɪŋ /
remains	: / rɪ'meɪnz /



## READING

### Task 1:

Read the following text carefully. While reading, think about the similarity or difference between the following text with the previous one about Tanjung Puting National Park.

### Text 2



Taken from: <http://www.santabanta.com/photos/tajmahal/9012035.htm>  
Picture 4.3

### Taj Mahal

Taj Mahal, an epitome of love, is actually a mausoleum. Standing majestically on the banks of River Yamuna, the Taj Mahal is synonymous to love and romance. Taj Mahal was constructed by Mughal Emperor Shah Jahan in the memory of his beloved wife and queen. The name “Taj Mahal” was derived from the name of Shah Jahan’s wife, Mumtaz Mahal, which means crown of palaces.

Taj Mahal represents the finest architectural and artistic achievement. The mausoleum was constructed of pure white marble. The white marble is inlaid with semi-precious stones (including jade, crystal, lapis lazuli, amethyst and turquoise) that form the intricate designs. Its central dome reaches a

height of 240 feet (73 meters). The dome is surrounded by four smaller domes. Four slender towers, or minarets, stand at the corners. Inside the mausoleum, an octagonal marble chamber adorned with carvings and semi-precious stones house the false tomb of Mumtaz Mahal. Her actual remains lie below, at garden level.

Taj Mahal shows shades of magnificent beauty at different time during the day. At dawn when the first rays of the sun hits the dome of this epic monument, it radiates like a heavenly pinkish palace. At daytime, when the sky is bright and clear, the Taj looks milky white. At a moonlit night when the full moon rays fall on the glistening white marble, the cool moon rays reflect back from the white marble and give the Taj Mahal a tinge of blue color. It's simply breathtaking! With such beauty, no wonder that Taj Mahal becomes one of the the Seven Wonders of the World.

Sources:

<http://www.history.com/topics/taj-mahal>

<http://www.tushky.com/blog/taj-mahal-in-agra/>

## Task 2

Answer the following questions briefly.

1. What is Taj Mahal actually?
2. What impression do you get when you read the word *majestically*?
3. Why did the king construct Taj Mahal?
4. What does the phrase 'the crown of the palace' imply?
5. Read the third line of paragraph two. What impression did you get after reading the description?
6. How are the materials and architectural design of Taj Mahal?
7. What do all the materials and the architecture indicate?
8. Where was the queen actually buried?
9. When do you think is the best time to see Taj Mahal? Why do think so?
10. What do you think about the inclusion of Taj Mahal as one of the Seven Wonders of the World?
11. What is the writer's purpose in writing the essay?
12. How does the writer organize his idea?
13. What reaction from readers does the writer expect?
14. Read text 1 again. Find out the similarities between text 1 (Tanjung Puting National Park) and text 2 (Taj Mahal).



**TEXT 3**



## PRONUNCIATION PRACTICE

Listen to your teacher reading the following words. Repeat after him/her.

hit by lightning	: / hɪt baɪ 'laɪtnɪŋ /
a meet-and-greet event	: / ə mi:t ænd gri:t rɪ'vent /
excited	: / ɪk'saɪtəd /
lobby	: / 'lɒbi /
memorabilia	: / ,mem ə rə'bi:liə /
showed up	: / ʃəʊd ʌp /
waved	: / weɪvd /
crowd	: / kraʊd /
sang along	: / sæŋ ə'lɒŋ /
autograph	: / 'ɔ:təgrɑ:f /
speechless	: / 'spi:tʃləs /
unreal	: / ,ʌn'riəl /
cool/awesome	: / ku:l / / 'kʊ:s ə m /
friendly	: / 'frendli /
nervous	: / 'nɜ:vəs /
amazing	: / ə'meɪzɪŋ /



## READING

Read the following text, and then answer the comprehension questions.

### Meeting My Idol



Source: <http://www.mataberita.com/profil-dan-foto-afgan-syah-reza.html>  
Picture 8.4

Afgan has always been my favorite singer. I had always been thinking of how I would feel when I met him. Then I was suddenly hit by lightning when I found out Afgan was coming to town for a concert in a local auditorium. A day before the concert, there would be a meet-and-greet event at a local radio station. Feeling excited, I packed all my Afgan's CDs to get his signature at the event.

On that bright and sunny Saturday morning, the radio station was full of Afganism (that's how Afgan's fans are called). They sat on the chairs prepared inside the radio station's lobby. Some stood in rows in the front yard of the radio station. A spot inside a lobby was prepared with a mini stage for Afgan's singing performance and a table for Afgan to sign Afganism's memorabilia. Finally, after about 40 or 50 minutes wait, Afgan showed up from inside the radio station. He smiled and waved to all Afganism who had been waiting excitedly saying, "Good morning. How are you all?" The crowd went crazy. The shouts sounded like a mix of "Fine, thank you" and screams of Afgan's name.

Then, he started the event by singing his hit single "Dia dia dia". Afganism went even crazier; they sang along with him throughout the song. Of course, I did too. I couldn't take my eyes off this amazing singer who had released three albums. When he was finished with the song, the host announced that it was time for autographing the memorabilia. I prepared my CDs and began to stand in the line. When I arrived at the table, I was speechless. It was unreal just seeing him that close. I thought it was really cool seeing him like that because he really just felt like a normal person, which was awesome. He asked my name so that he could write it on the CD to say "To Mia, Love Afgan". He was also very friendly, so I didn't feel too nervous when I had a chance to take pictures with him. He was just an amazing person. That was one of the best days in my personal life history.

**Questions:**

1. How did the writer feel when she knew that Afgan was coming to town?
2. Did the writer want to see the concert?
3. When and where was the meet-and-greet event?
4. What is Afganism?
5. How did the fans wait for Afgan?
6. What did Afgan do when he showed up in the lobby?
7. How did the fans react when Afgan sang his hit single?
8. How did the writer feel when she finally got the turn to get Afgan's signature?
9. Did she feel nervous?
10. What is the writer's opinion about the meet-and-greet event?
11. Why do you think people like Afgan?

**TEXT 4**



## PRONUNCIATION PRACTICE

Listen to your teacher reading the following words. Repeat after him/her.

agriculturist	: / ,ægrɪ'kʌltʃə rɪst /
descent	: / dɪ'sent /
reacquainted	: / rɪə'kweɪntəd /
wage	: / weɪdʒ /
aerodynamics	: / ,eəreʊdaɪ'næmɪk /
announced	: / ə'naʊnsd /
resignation	: / ,rezɪg'neɪʃ ə n /
chaos	: / 'keɪ-ɒs /
relinquishing	: / rɪ'lnɪkwɪʃɪŋ /



## READING COMPREHENSION

### B.J. HABIBIE



Source: <http://peperonity.com/go/sites/mview/effendy/26817732/26817810>  
Picture 10.2

Bacharuddin Jusuf Habibie known as B.J. Habibie was born on 25 June 1936. He was the Third President of the Republic of Indonesia (1998–1999). Habibie was born in Parepare, South Sulawesi Province to Alwi Abdul Jalil Habibie and R.A. Tuti Marini Puspwardojo. His father was an agriculturist from Gorontalo of Bugis descent and his mother was a Javanese noblewoman from Yogyakarta. His parents met while studying in Bogor. When he was 14 years old, Habibie's father died.

Following his father's death, Habibie continued his studies in Jakarta and then in 1955 moved to Germany. In 1960, Habibie received a degree in engineering in Germany, giving him the title *Diplom-Ingenieur*.

He remained in Germany as a research assistant under Hans Ebner at the Lehrstuhl und Institut für Leichtbau, RWTH Aachen to conduct research for his doctoral degree.

In 1962, Habibie returned to Indonesia for three months on sick leave. During this time, he was reacquainted with Hasri Ainun, the daughter of R. Mohamad Besari. The two married on 12 May 1962, returning to Germany shortly afterwards. Habibie and his wife settled in Aachen for a short period before moving to Oberforstbach. In May 1963 they had their first son, Ilham Akbar Habibie, and later another son, Thareq Kemal Habibie.

When Habibie's minimum wage salary forced him into part-time work, he found employment with the Automotive Marque Talbot, where he became an advisor. Habibie worked on two projects which received funding from Deutsche Bundesbahn. Due to his work with Makosh, the head of train constructions offered his position to Habibie upon his retirement three years later, but Habibie refused.

Habibie did accept a position with Messerschmitt-Bölkow-Blohm in Hamburg. There, he developed theories on thermodynamics, construction, and aerodynamics known as the Habibie Factor, Habibie Theorem, and Habibie Method, respectively. He worked for Messerschmit on the development of the Airbus A-300B aircraft. In 1974, he was promoted to vice president of the company.

In 1974, Suharto requested Habibie to return to Indonesia as part of Suharto's drive to develop the country. Habibie initially served as a special assistant to Ibnu Sutowo, the CEO of the state oil company Pertamina. Two years later, in 1976, Habibie was made Chief Executive Officer of the new state-owned enterprise Industri Pesawat Terbang Nusantara (IPTN). In 1978, he was appointed as Minister of Research and Technology. Habibie was elected vice president in March 1998. On 21 May 1998, Suharto publicly announced his resignation and Habibie was immediately sworn in as president. Habibie's government stabilized the economy in the face of the Asian financial crisis and the chaos of the last few months of Suharto's presidency.

Since relinquishing the presidency, Habibie has spent more time in Germany than in Indonesia. However, he has also been active as a presidential adviser during Susilo Bambang Yudoyono's presidency. In September 2006, he released a book called *Detik-Detik Yang Menentukan: Jalan Panjang Indonesia Menuju Demokrasi* (Decisive Moments: Indonesia's Long Road Towards Democracy). The book recalled the events of May 1998.

(Adapted from: [http://en.wikipedia.org/wiki/B.\\_J.\\_Habibie](http://en.wikipedia.org/wiki/B._J._Habibie))

**TEXT 5**

respectable : / rɪ'spektəb ə l /  
anchor : / 'æŋkər /  
retainer : / rɪ'teɪnər /  
stab : / stæb /  
worship : / 'wɜːʃɪp /  
demon : / 'diːmən /



## READING COMPREHENSION

### Task 1:

Read the text carefully.

Once upon a time there was an old couple who didn't have a child. They lived in a small house near the village forest. "Please give us a child," they asked God everyday.

One day, from the household Shinto altar, they heard a cute cry, "Waa! Waa!"



Source: [http://2.bp.blogspot.com/-t7R0kv6itAs/VVy47i9CqyI/AAAAAAAAADk/0BI7mv0bwTk/s1600/IMG\\_20150520\\_232408.jpg](http://2.bp.blogspot.com/-t7R0kv6itAs/VVy47i9CqyI/AAAAAAAAADk/0BI7mv0bwTk/s1600/IMG_20150520_232408.jpg)  
Picture 12.2

They looked and saw a crying baby who looked just like a little finger. "This child must be a gift from God. Thanks to God!"

"We will call this child 'Issumboshi,'" they said.

They raised Issumboshi with much care, but Issumboshi never grew bigger.

"Hey, Issumboshi, do you want to be eaten by a frog?" Issumboshi was always being bullied by the children of the village and often went home feeling unhappy.

Grandmother would make some big rice balls and encourage him. "Eat a lot, and grow up quickly," Grandmother said.



One day, Issumboshi said, "I will go to the capital to study and become a respectable person. Then I will come back." Grandfather and Grandmother were worried about him, but Issumboshi's mind would not be changed. At once they began to prepare for his trip.

Issumboshi sheathed a needle sword in a straw case, put on a cup for a sedge hat, and started out with a chopstick staff, in high spirits.

"I'm going now," Issumboshi said.

"Is he safe? With such a small body?" Grandfather and Grandmother asked as they saw him off.

Issumboshi went on the trip with a big wish in a small body.

.....

At last Issumboshi reached the capital city and anchored under the bridge. Then he climbed up to the railing and viewed the town.

"There is a fine palace over there. I shall ask them at once."

At long last Issumboshi arrived at the palace.

"Excuse me, but I want to meet the feudal lord."

The lord came to the door, "What? Who's there?"

"Here I am, at your feet."

"Oh. How small! Why do you want to meet me?"

"Please let me be your retainer."

"I wonder if your very small body can do anything."

"I'll stay in your pocket and guard you from all harm." When Issumboshi said so, a bee came buzzing by. "Yhaa!" Issumboshi yelled, stabbing the bee.

"Bravo! I employ you. It would be good if you became the Princess's man."



Source: <https://goukanatokoro.files.wordpress.com/2012/04/snap027.jpg?w=523>

Picture 12.3

"Oh! What a cute fellow he is!" said the Princess, putting Issumboshi on her palm.

"I will defend you upon my life," said Issumboshi.

The Princess liked Issumboshi, and she taught him reading, writing, and various studies. Further, Issumboshi practiced fencing very hard in order to be strong.

One day the Princess went out to worship at the Kiyomizu Temple. Suddenly there was a strong wind, and some demons appeared. The leader of the demons tried to grab the Princess. "Help me!" she screamed. Issumboshi tried to help her, but the demon caught him and threw him into his mouth. Issumboshi, who was swallowed, jabbed and jabbed the demon's stomach. The demon rolled over and spat out Issumboshi.

Issumboshi jumped at the demon and stabbed his eyes. The remaining demons were frightened. They ran away in great haste, but one demon, who was left behind, trembled while holding the magic hammer.

"Do you want me to stab your eyes, too?" Issumboshi asked.

"Please, don't. This is the magic hammer that will grant you a wish. I give it to you, so please spare me." And saying this, he ran off in a hurry.

"Thank you, Issumboshi. You have saved my life," the Princess said.

"Princess, please wave this magic hammer and make a wish that I may become big," said Issumboshi. The Princess waved it and asked, "May Issumboshi become big!"

And then, strangely, before her eyes, Issumboshi began to grow. He grew into a nice young man. They went back to the palace, and the Princess asked the King to let her marry Issumboshi.

The Princess and Issumboshi then got married, and they invited Grandfather and Grandmother to live with them in the palace. They lived happily ever after.

(Adapted from Japanese Fairy Tales, 1987)

### Task 2:

Create as many questions as you can based on the story. Use question words such as *who*, *when*, *where*, *why*, *how*. Then, exchange your questions with a classmate sitting next to you. Discuss them together.

Example:

1. Once upon a time there was an old couple who didn't have a child. They lived in a small house near the village forest.

**Where did the old couple live?**

**TEXT 6**



## READING

Read the following text, and then answer the following questions.

### THE LEGEND OF MALIN KUNDANG

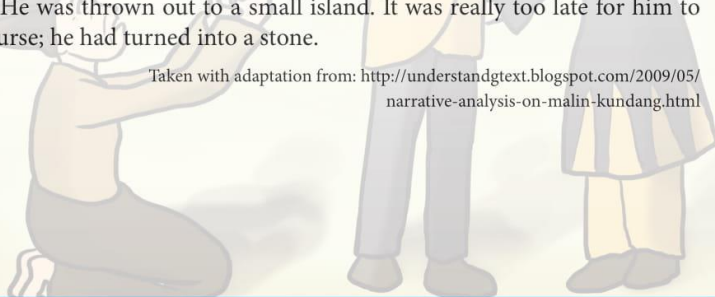
A long time ago, in a small village near the beach in West Sumatra lived a woman and her son, Malin Kundang. Malin Kundang and his mother had to live hard because his father had passed away when he was a baby. Malin Kundang was a healthy, diligent, and strong boy. He usually went to sea to catch fish. After getting fish he would bring it to his mother, or sell the caught fish in the town.

One day, when Malin Kundang was sailing, he saw a merchant's ship being raided by a band of pirates. With his bravery, Malin Kundang helped the merchant defeat the pirates. To thank him, the merchant allowed Malin Kundang to sail with him. Malin Kundang agreed in the hope to get a better life. He left his mother alone.

Many years later, Malin Kundang became wealthy. He had a huge ship and a lot of crews who worked loading trading goods. He was also married to a beautiful woman. When he was sailing on his trading journey, his ship landed on a coast near a small village. The local people recognized that it was Malin Kundang, a boy from the area. The news ran fast in the town; "Malin Kundang has become rich and now he is here".

An old woman, who was Malin Kundang's mother, ran to the beach to meet the new rich merchant. She wanted to hug him to release her sadness of being lonely after a long time. When his mother came near him, Malin Kundang who was with his beautiful wife and his ship crews denied that she was his mother. She had pleaded Malin Kundang to look at her and admit that she was her mother. But he kept refusing to do it and yelling at her. At last Malin Kundang said to her "Enough, old woman! I have never had a mother like you, a dirty and ugly woman!" After that he ordered his crews to set sail to leave the old woman who was then full of sadness and anger. Finally, feeling enraged, she cursed Malin Kundang that he would turn into a stone if he didn't apologize to her. Malin Kundang just laughed and set sail. Suddenly a thunderstorm came in the quiet sea, wrecking his huge ship. He was thrown out to a small island. It was really too late for him to avoid his curse; he had turned into a stone.

Taken with adaptation from: <http://understandgtext.blogspot.com/2009/05/narrative-analysis-on-malin-kundang.html>



**APPENDIX 2**  
**CHECKLIST**



