

THE ANALYSIS OF READING EXERCISE IN “*PATHWAY TO ENGLISH*”, AN ENGLISH TEXTBOOK FOR SENIOR HIGH SCHOOL GRADE X, PUBLISHED BY ERLANGGA

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THESIS

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State Islamic Institute of Surakarta



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I hereby sincerely state that the thesis titled "THE ANALYSIS OF READING EXERCISE IN "PATHWAY TO ENGLISH", AN ENGLISH TEXTBOOK FOR SENIOR HIGH SCHOOL GRADE X, PUBLISHED BY ERLANGGA

" is my real masterpiece. The things out of my masterpiece in this thesis are signed by citation and referred in the bibliography.

If later proven that my thesis has discrepancies, I am willing to take the academic sanctions in the form of repealing my thesis and academic degree.

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DEDICATION

This thesis is dedicated to:

1. My beloved father and mother (*Suharno* and *Endang Sulastri*), grandmother (*Sutarmi*), and grandfather (*Sumardi*) who always support emotionally and materially with love, advice, patience, prayer and trust.
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MOTTO

**“PEOPLE DO JUDGE AFTER PEOPLE BUT YOU ARE THE ONLY WHO
KNOWS WHO YOU ARE”**

(HITAM PUTIH)

“If you can’t fly, then run,
if you can’t run, then walk,
if you can’t walk, then crawl,
but whatever you do,
you have to keep moving forward.”

(Martin Luther King Jr.)

“Whatever you wish for, you keep. Have faith in your dreams, and
someday, your rainbow will come smiling through. No matter how
your heart is grieving, if you keep on believing, the dreams that
you wish will come true.”

(Cinderella)

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Surakarta, 27 July 2017

The researcher

LINA ATIKA

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ABSTRACT

Lina Atika. 2017. *The Analysis of Reading Exercise in "Pathway to English", An English Textbook For Senior High School Grade X, Published by Erlangga*. Thesis. English Education Study Program, Islamic Education and Teacher Training Faculty.

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The purpose of this study is to find whether or not the materials provided in the English textbook "Pathway to English" designed for the first grade of Senior High School compatible with the curriculum 2013. Beside that the researcher also studies about the content and relevancy with the curriculum of the textbook.

This study uses descriptive qualitative research. The data collected for this study will be gathered from the English textbook "Pathway to English" published by Erlangga. The data about type of text and type of exercise in reading exercise then will be analyzed.

The results findings of this study concluded that (1) the English Textbook of "Pathway to English" is relevance with the curriculum 2013, as every single KI and KD successfully implemented in the textbook. (2) the materials provided in the textbook completely developed, as all suggested English language skill of reading exercise with the materials of the curriculum 2013 are implemented. (3) The relevancy of content in reading exercise is relevant with the curriculum 2013.

Based on the findings of this study the researcher suggested that both English teachers and educational institution should concern and pay attention with the content of the textbook, not only its compatible with the current curriculum, but also the compatible with students' needs.

CHAPTER I

INTRODUCTION

This chapter consist of background of the study, formulation of the problem, objective of the study, previous of the study, benefit of the study, limitation of the study and key terms. The explanation of each part is presented below.

A. Background of The Study

In teaching and learning process of English language numerous aspects could affect the outcomes of learning for students. These aspects could emerge from the pre- teaching preparations, while the teaching and learning are on progress, or after the teaching and learning take place. Teachers' roles are obviously important in teaching and learning process. They plan the syllabus, prepare the materials, and teach in the classroom and so on. And that's a whole lot of task to be done by a teacher. That is why media of a prepared teaching material is needed.

Textbook serves as a media that helps teachers in arranging a teaching and learning process. Therefore preparing the teaching materials for each class will not consume lots of time. Besides, Cunningsworth (1995: 7), stated that the use of textbook are considered helpful because most of goals and aims have already been prepared in set of practices based on what students need to learn. Textbook not only beneficial for teachers in terms of helping them to prepare the materials, and achieve the teaching aims and objectives but also textbook helps students to achieve their learning needs. It sounds to be logical answer to overcome the problems of creating good and

enhancing teaching atmosphere in the classroom. With well prepared materials and test provided by textbook in the class, a good compromise can be reached.

Textbook becomes an essential partner for teachers in teaching and learning process. A textbook usually overcome the whole school curricula, the aims, goals, even the materials. That is why no one can guarantee the quality of a textbook used. Cunningsworth (1995: 1), stated that the effectiveness of textbook in arranging aims and goals, and preparing teaching materials become a good consideration before deciding to use the textbook in the classroom. An appropriate textbook could possibly make the class dull with uninteresting exercise or too expensive for students or even does not match with the learner's rights in achieving their needs in learning.

Those reasons make the selection of textbook used by teachers become relatively crucial. The textbook has to fit with the current curriculum, schools syllabus along with the student's needs also the aims and goals of teaching. Therefore, teachers have to choose the appropriate and ideal textbook as beneficial for both students and teacher as possible. However on a particular occasion, learners' needs sometimes become the pin point for the teachers to determine a textbook.

Talking about textbook as one of guide in teaching learning, it is very near with reading, because written language that is on the textbook, need to be read and understood. In order to get meaningful and understandable text, the students or the teacher must have skill in reading itself. Reading is an active mental process and it can make us to use our brain and can make us

become smarter, because e can find deeper information from the books we read than just classroom discussion.

Because of the important of reading and textbook of English as a manual for teaching the language, the teacher should pay attention to the reading exercise in the textbook they used in the classroom. The teacher should examine whether reading exercise of textbook are relevant or not with the existing curriculum in term clear direction, present of example and type of reading exercise. They should observe whether the reading exercise in the textbook could lead students to the goal as stated in curriculum or not.

Curriculum 2013 for senior high school in Indonesia began to be implemented from grade X or first grade of senior high school. Moreover, it is wise that the new Curriculum 2013 needed to be tested first before it takes over the previous curriculum. The Curriculum 2013 itself is different with the KTSP. KEMDIKBUD 2013, stated that the purposes of the study of the Curriculum 2013 in the classroom are not only based on what student learned from curriculum, but also it hopes to achieve certain values. The religious values and some characteristic building values in the student's character are also taught in the classroom. Teaching and learning method also comprehensively changed into students – centered. Asking them to analyze and then produce it with what they have already observed, exposing them to understand what they learn by themselves, and encouraging them to be socially aware with their friends, surrounding, and aesthetic factors are part of the changing method. It makes English skills become main priority in teaching English for students in Curriculum 2013 as the activities in

Curriculum 2013 are expected to make students exposed in using English language as often as possible with various theme, context, and topic.

The uses of skills in communication become the main priority for Curriculum 2013 in term of communicative purposes. Materials and exercise provided in the textbook should be match with the current curriculum and learners needs. As in Curriculum 2013, teacher supposed to create an atmosphere of a free, relaxed and student centered learning classroom to make students feel encouraged to analyze, observe and generate what they learn from either mediums of learning which in this case is teacher or textbook. Of course, Don Snow (2007: 20), stated that the essence of the curriculum and the learners need still have to be in total consideration for teacher hen delivers the learning materials from textbook or any other media because students are different one to another. It is important to view language learning as student centered because students are individuals who differ from each other in significant ways.

Coming up with these suitability issues of textbook with curriculum and materials in a textbook, the researcher is interested in learning and analyzing that issue. The researcher is interested in analyzing and exercise reading provided in the textbook, as it is concerned with communicative purposes of Curriculum 2013. The researcher picks a textbook with the title “Pathway to English”, and then the researcher analyzes the reading exercise coverage in providing the learners’ need as suggested by the curriculum. The reason the researcher chooses the textbook of “Pathway to English” as the object of this study is because this book is very useful in

Senior High School at SMA N 3 Tangerang, beside the display of this book is interesting, the content of this book is not making the students bored, and guiding the students for exploring and solving problem in English learning as they needs.

Based on assumption above, the researcher wants to discover whether the reading exercise in “Pathway to English”, an English textbook for the Senior High School grade X, relevant or not with curriculum in term of clear direction, presence of example and type of reading exercise.

Based on the background above, the researcher is carrying out a research entitled **“THE ANALYSIS OF READING EXERCISE IN “PATHWAY TO ENGLISH”, AN ENGLISH TEXTBOOK FOR THE SENIOR HIGH SCHOOL GRADE X, PUBLISHED BY ERLANGGA”**

B. The Formulation of The Problem

Based on the background above, the researcher formulates the problems as follow:

1. To which extent of reading exercises in Pathway to English are relevant to Curriculum 2013?
2. What type of reading exercises are employed in Pathway to English?

C. The Objective of the Study

The objectives of this research are:

1. To find out the extent of reading exercise are relevant to Curriculum 2013 in Pathway to English.

2. To find out the type of reading exercises in Pathway to English.

D. The previous Related Study

Previous study is aimed to be scientific need that is useful to give the clearness and the limitation of information understanding that is used and searched through references to get the relevant data for research. In this research, the researcher refers to some researches before searching in some references. They are:

First, Nurlaila Tuttaqwa's thesis (IAIN Walisongo, 2009), the thesis entitle "*Analysis of Speaking Exercise in "Look Ahead 1" An English Course Book for Senior High School Year X, Published by Erlangga.*" The objectives of this study are to identify to that extent the speaking exercise. This study is uses the library research approach, which is the technique of analysis uses the content analysis (evaluating textbook). Subject of this research are 36 speaking exercise which displayed in the "*Look Ahead 1*".

Second, the thesis by Iis Safitri (UNY, 2013), the thesis entitle "*An Analysis of Reading Matterias on The Quality of English Textbook "Headline English" Published by SEWU for Grade Students of Junior Higfh School*". The objectives of this study are to find out and aanalyze the reading materials found in textbook "*Headline English*" for grade VII junior high school. The research study on analyzing the textbook was case study, the writer was analyzed in terms of what people in the book say and does in a certain text in order to evaluate whether the reading materials in the textbook are relevant to

the curriculum. Subject of this research is the text found in “*Headline English*”.

From the previous research above, the differences of this research is content analysis or library research, and finding the data only on the textbook and syllabus of senior high school, and the research is about the extent of reading exercise in textbook of “*Pathway to English*” is relevant to the current curriculum.

E. Benefit of The Study

There are some benefits in this research for several elements connecting with teaching and learning process. They are as follows:

1. Theoretical Benefits

Theoretically, this research is expected to be significance as an input in English teaching learning process. Besides, this research will give a profitable description for any further researcher who wants to study the same case. This study becomes a helpful information and useful reference to the next study.

2. Practical Benefits

a. For the researcher

For the researcher, it is expected that it will be useful knowledge and experience for the researcher when he/she will begin his/her profession as a teacher in teaching reading in the future time.

b. For the teacher

For English teacher, hopefully this research can give a reference to select suitable English course book in the language teaching process.

c. For the students

By appropriate materials and exercises in teaching reading hopefully the students will improve their English skill. They may improve their English through a lot of sources that they like and understand easily such as practice their English texts with some interesting methods prepared by the teachers in teaching reading.

F. Limitation of The Study

The researcher limits of the problem of the study, so that it will not be so wide and the study will be more effective, the researcher limit the problems as follows:

1. There are many book used in senior high school, so the study is limited on one book, which is *Pathway to English* (an English textbook for the senior high school grade X) arranged by Th. M. Sudarwati and Eudia Grace, published by Erlangga.
2. The study only focuses on the reading exercise in the textbook in terms of its relevance with the criteria of reading exercise. The criteria of reading exercises are: type of test, type of reading exercise, presence of example and relevancy with material of curriculum.

G. Key Terms

In this research, the researcher would like to clarify the meaning of the terms used as follows:

1. Analysis

Analysis is the process of breaking a complex topic or substance into smaller part to gain a better understanding of it. By examining each part of something. Someone will find the character of it: it means that analysis benefit a lot for those who are examining something, so they can judge something good or not (retrieved on explanation of analysis).

2. Reading Exercise

Reading is a thinking process that sets to people in action together – an author and a reader. Reading exercise is a group of written example or passage to know measure the students' competence in reading skill development (Kozak, 2011: 7).

3. “Pathway to English”

An English textbook for the senior high school grade X. It is arranged by Th. M. Sudarwati and Eudia Grace. It is published by Erlangga.

4. Curriculum

Curriculum is seen as sets of plans within that include the purposes, content, and teaching materials that will be used as the guideline to achieve the objective of educational institution (*UU RI No 20 Tahun 2003*).

CHAPTER II

THE THEORETICAL REVIEW

This chapter elaborates any related theory with this study on analyzing English textbook in senior high school. This chapter is explained and elaborated into several parts; those are Reading, Reading Exercise, Text type, Textbook, and Language Curriculum Theory.

A. Reading

1. The Definition of Reading

Reading is one of four English basic skills. There are some definitions of reading presented by some experts. According to Cline and King (2006: 2) reading is about decoding and understanding written text. Decoding requires translating the symbols of writing systems into the spoken words they represent. Understanding is determined by the purposes of reading, the context, the nature of the text, and the readers' knowledge.

The components of reading are the text in the printed form and the messages, the meaning of the text itself. As stated by Urquhart and Weir (1998: 14), reading will mean dealing with language messages in written or printed form. From that definition, it can be derived that the text is as the symbol of reading and the message is the meaning of the text. Therefore, as the reader must have the purpose of reading to get the meaning of the text.

Grabe and Stoller (2002: 9) defined reading as the ability to draw meaning from printed page and interpret this information appropriately.

He admitted that the definition about reading is still simple; it needs elaboration to understand the true nature of reading.

Meanwhile Kozak (2011: 7) elaborated the reading as follow:

- 1) A skill which enables us to get a message;
- 2) Recognizing the written words (written symbols);
- 3) Getting (understanding) the meaning;
- 4) Used to teach pronunciation;
- 5) Grasping information from texts.

From the explanation above we can conclude that reading is given in teaching learning process. Reading also can be instrument to assess pronunciation in teaching learning process as you can see in point 4. In addition, Kozak stated that reading is complex activity that involves both perception and thought. Reading consists of two related process: word recognition and comprehension. Word recognition refers to the process of perceiving how written symbols correspond to one's spoken language. Comprehension is the process of making sense of words, sentences, and connected text. Reader typically make use of background knowledge, vocabulary, grammatical knowledge, experience with text and other strategies to help them understand written text.

Mikulecky (2008: 1) stated that reading is a conscious and unconscious thinking process. The reader applies many strategies to reconstruct the meaning that the author is assumed to have intended. The reader does this by comparing information in the text to his or her background knowledge and prior experience. As the reader notice

particular ideas or facts in a text, the reader matches the information with background knowledge and is able to get the meaning. Thus, the reader must have the background of knowledge.

From the definition above, the researcher can conclude that the reading is an activity of getting meaning of the text in the printed form, and to get the meaning we must have the background of knowledge.

2. The Definition of Reading Comprehension

Reading comprehension is a system to construct the knowledge and information related to the text given. Reading as one of language skill is a process to involve reader, text and interaction between reader and text. Reading cannot be separated from the knowledge readers bring to a text in understanding reading namely schema and strategies, because in the process of decoding written symbol to assign meaning, when writer means may be different from what reader gets. Furthermore, the meaning that one reader gets from a text may be different from that of other readers reading the same text. This variation occurs because of influences on the reader by family, community and cultural environment because of individual differences in motivation, aptitude and other personal characteristics (Aebbersold and Field, 1997: 15).

Reading cannot be separated from comprehension because in understanding and interpreting the written symbols, one must comprehend text. Comprehension is the mind act or power of understanding, the ability to understand (Hornby, 2000: 174). Therefore, reading comprehension

means understanding what has been read. It is an active process that depends not only on comprehension skill, but also on the reader experience and prior knowledge.

Reading comprehension can be defined as a thought process through which readers become aware of idea, understand it in terms of their experiential background and interpret it in relation to their own needs and purpose (Kennedy, 1981: 192). Reading with comprehension means constructing meaning from what is being perceived in writing. There is interaction between the readers and the author. Reading comprehension can be defined as the understanding, evaluating and utilizing the information and idea gained through an interactive between the reader and the author (Smith, Nile et al 1980: 182).

From the theories above, it can be conclude that reading comprehension I the power to get an idea or meaning from the written text, understand in according to experiential background or prior knowledge, and interpret it based on the readers need and purpose.

3. Level of Reading Comprehension

According to Kennedy (1981: 24), the skill of comprehension is grouped under three major divisions of reading: literal reading, inferential reading, and critical reading.

a. Literal reading

Literal reading is related to what a writer says. It involves acquiring information that is directly stated in a selection and is also prerequisite for higher levels understanding its ability to improve:

- 1) Locate specific facts
- 2) Identify happening that are described directly
- 3) Find answer to questions based on given facts
- 4) Summarize the details expressed in a selection

b. Inferential reading

Inferential reading involves reading between the lines or making inference. It is a process of deriving ideas that are implied rather than directly stated. Skills for inferential reading include:

- 1) Finding implied meaning
- 2) Anticipating outcome
- 3) Making generalization
- 4) Detecting author's purpose
- 5) Drawing conclusion

c. Critical reading

Critical reading is evaluating written material, comparing the ideas discovered with known standard and drawing conclusion about their accuracy and appropriateness. The critical reader must be an active reader questioning, searching for facts and suspending judgment until he or she considered all of the material.

Based on the theory above, it can be concluded that to comprehend well, reader must have literal reading, inferential reading

and critical reading. Based on curriculum of senior high school and level of reading comprehension above, the researcher can get some indicators required the students, they were literal reading (finding word meaning, finding detail information of the text, identifying the generic structure of the text), inferential reading (identifying the main idea of the text, identifying implied information of the text, and identifying communicative purpose of the text).

4. The Models of Reading

In looking for ways to describe the interaction between the reader and text, experts have also created models that describe what happens when people read (Aebersold and Field, 1997: 17). Barnett in Aebersold and Field (1997: 17-18) provides a thorough summary of three main models of how reading occurs. They are bottom-up model, top-down model, and interactive model.

a. Bottom-up

Bottom-up argues that a reader constructs the text from the smallest unit (letters to words, phrases to sentences, etc) and becomes automatic that readers are not aware of how it operates. It means a reader has to understand the passage by reading word by word to reach the whole understanding.

b. Top-down

Top-down model argues that the readers bring a great deal of knowledge, expectation, assumption, and question to the next and

given and basic understanding of vocabulary and check when new information appears. The reader has known about the passage so they just want to know if there is any new information in the passage.

c. Interactive processing models

The interactive model argues that both bottom-up and top-down processes are occurring either alternately or at the same time. It describes a process that uses both bottom-up and top-down depending on the type of text as well as on the reader's background knowledge, language proficiency level, and culturally shaped beliefs about reading activity depending on the situation that they faced.

5. Kinds of Reading Technique

Every reader has different techniques in reading in accordance to their purpose. The ways of reading which are mainly used are Francisco Grellet (1981:4), include:

a. Skimming

Skimming is quickly running eyes over a text to get the gist of it. This technique is used to gather information quickly. The reader skims in order to satisfy a very general curiosity about text. It also helps the reader to recognize their thoughts and specify what information they can get from a text, so that their subsequent reading is more efficient. For example, reading a newspaper, (quickly to get general news of the day) and brochure (quickly to get information of the brochure).

b. Scanning

Scanning is quickly going through a text to find a particular piece of information. For example, a conference guide and airplane schedule.

Scanning involves these steps:

1. Determine what keyword to look for
2. Look quickly through the text for those words
3. When you find each word, read the sentences around it to see if they provide the information being sought
4. If they do, not read further. If they do, not continue scanning.

c. Extensive reading

Extensive reading is reading longer texts, usually for one's own pleasure. This is fluency activity, mainly global understanding. The text is always to be to comprehension of main ideas, for every detail words. For example, reading business book. It applies to texts of more than a page, up to and including professional articles, essays, technical reports, short story, and books (Brown, 2001:189). This is fluency activity, mainly involving global understanding.

d. Intensive reading

Intensive reading is reading shorter texts, to extract specific information. This is more an accuracy activity involving reading for detail. In this way, each text is read carefully and thoroughly for maximum comprehension.

6. Types of Reading

Further explanation will elaborate some types of reading. Brown (2004: 189) stated that there are four types of reading, those are:

a. Perceptive

This type of reading is elementary level of reading. The tasks include the components such as letters, words, punctuation, and graphic symbols. The tasks designed for this level are such as reading aloud, multiple choice and picture- cued word.

b. Selective

The function of this type of reading is to ascertain recognition of lexical, grammatical, or discourse features of language. The tasks used are for instance picture-cued tasks, matching, and multiple choices.

c. Interactive

It stretches of language of several paragraphs to one page or more in which the reader must interact with the text. Typical genres for interactive reading are anecdotes, short narratives and descriptions, excerpts from longer texts, questioners, memos, announcements, directions, recipes, etc.

d. Extensive

This category applies to text more than a page, including professional articles, essays, technical reports, short stories and reports. The purpose of extensive task commonly is to tap into learner's global understanding of a text, as opposed to asking test-takers to pay more attention on small details.

7. Method of Teaching Reading

Teaching is guiding and facilitating learning, enabling the learner to learn, setting the condition for learning. Teaching may be defined as showing or helping someone to learn how to do something, giving instruction, guiding in the study of something, providing with knowledge, causing to know or understand (Brown, 1994: 7). It can be concluded that teaching is a process of helping and guiding students to learn and develop their knowledge.

In English language teaching, getting students to read English text is an important part of teacher's job as stated by Harmer (1998: 68). He argues that students want to be able to read text in English either for their careers, for study purposes or simply for pleasure. He adds that reading provides rich exposure to language in use. Some of the language sticks in their minds as part of the language acquisition and if the reading text is especially interesting and engaging, acquisition is likely to be even more successful. Furthermore, reading text also provides good models for English writing. When we teach the skill of writing, we will need to show students models of what we are encouraging them to do. Then, reading text provides opportunities to study language: vocabulary, grammar, punctuation and the way we construct sentences, paragraphs and texts. Lastly, good reading text can introduce interesting topics, stimulate discussion, excite imaginative responses and be a springboard for well-rounded, fascinating lessons. From that statement, it can be assumed that teaching reading

especially to read English text is better. Through reading, learner can practice language in order to re-use it in writing and also to make a sense of text in order to extract the information they read in textbook.

Besides that, according to Neville G (1987: 80), he defines the method of teaching reading are three methods. They are:

a. Presenting a Text

In this term, the teacher should present text well. Because a good presentation can give some benefits, they are as follows:

- 1) It can make the students more interested
- 2) It can make the students reminding their previous knowledge that related to the text
- 3) It can be as a pre teaching
- 4) It can give a reason for reading. This gives students a sense of purposes.

There are some suggestions to have the effective presentation. They are:

- 1) Using a picture
- 2) Using other relevant sense
- 3) Giving pre reading questions
- 4) Setting a problem
- 5) Using information grid
- 6) Giving a listening exercise
- 7) Asking the students to preview a text

b. Developing Lesson

It means that the teacher can develop the process of teaching reading with some various reading methods.

c. Follow Up

It's the important thing in teaching reading to know how much the students understand about the reading passage. The main thing to remember is that a successful follow up to reading exercise involves integrating the language skills – especially speaking and writing. In this way reading and the other aspects of the syllabus are mutually reinforcing.

B. Reading Exercise

1. Definition of Reading Exercise

In teaching learning process, exercise is very important. Kozak (2011: 7) stated exercise aimed to teach receptive skills required for detailed reading comprehension can be divided into several groups depending on the purpose you want to achieve. He pointed that exercise is close with the learning purpose which want to be achieved. He also argued that three groups in reading exercise, those are pre-reading, while-reading, and post-reading exercises.

a. Pre-reading Exercise

While doing pre-reading exercise the students should see all the tasks before reading the text. The following questions may be used.

- 1) Can you guess what the text is about judging by the title?

- 2) What do you think the following names, figure or dates (if there are any) have to do with the story?
- 3) What do you know or what have you heard about the subject you are going to read about?

b. While-reading exercise

The next group of exercise aims to teach the students to extract specific information. These are while-reading exercise.

- 1) The students should scan the text to extract the information which the tasks demand. They do not have to pay attention to the parts of the text they do not understand.
- 2) Previewing for the topic. Ask the students to read the first sentence of each paragraph and the last sentence of the passage and guess what the text is about, or what the general idea is.
- 3) The teacher offers some statements and the students are to find out if they are false or true.
- 4) The students may be given some questions to answer.

c. Post-reading Exercise

These exercises are more concerned with summing up the content of the text, investigation into the writer's opinion and may entail some kind of follow up-task related to the text. Here you can use the following tasks:

- 1) Find the most important sentence in each paragraph.
- 2) Match each sentence of the jumbled summary with the correct paragraph.

- 3) Use your imagination and write your end of the story.
- 4) Express your attitude to the story, etc.
- 5) What is your attitude to the story? Write a letter to the editor.
- 6) Organize a press conference.

2. Kind of Exercise/ Test

In this reading exercise, there are some kinds of test according to Brown & Sahni (1994: 124).

a. Multiple-Choice

Multiple-choice responses are not only a matter of choosing one of four or five possible answers. By far the most popular method of testing a reading knowledge of vocabulary and grammar is the multiple-choice format, mainly for reasons of practicality; it is easy to administer and be scored quickly. The most straightforward multiple choice items may have little context, but might serve as a vocabulary or grammar check.

1) Multiple-choice vocabulary/ grammar tasks

Example:

1. He's not married. He's _____.

- a. young
- b. single
- c. first
- d. a husband

2) Contextualized multiple-choice vocabulary/grammar tasks

This kind of darting from one context to another in a test has become so commonplace that learners almost expect the

disjointedness. Some improvement of these items is possible by providing some context within each item:

Example:

1. Manager: Do you like to work by yourself?
Employee: Yes, I like to work _____.
 - a. independently
 - b. definitely
 - c. impatiently

3) Multiple-choice cloze vocabulary/grammar tasks

A better contextualized is to offer a modified cloze test for adjusted to fit the objectives being assessed.

Example:

I've lived in the United States (21) _____ three years. I (22) _____ live in Costa Rica. I (23) _____ speak any English. I used to (24) _____ homesick, but now I enjoy (25) _____ here. I have never (26) _____ back home (27) _____ I came to the United States, but I might (28) _____ to visit my family soon.

- | | |
|--------------|----------------|
| 21. a. since | 22. a. used to |
| b. for | b. use to |
| c. during | c. was |

b. Matching Test

Matching can be an effective method of assessing reading at this level. The students read the words and write the appropriate letter beside the word.

1) Picture-cued matching word identification

Example:

1. Clock _____

2. Chair _____
3. Books _____
4. Cat _____
5. Table _____

2) Picture-cued sentence identification

Example:

The man is reading a book

The cat is under the table

3) Vocabulary matching task

Example:

Write in the letter of the definition on the right that matches the word on the left.

- | | |
|-----------------------|----------------------------|
| _____ 1. Exhausted | a. unhappy |
| _____ 2. Disappointed | b. understanding of others |
| _____ 3. Enthusiastic | c. tired |
| _____ 4. Empathetic | d. excited |

4) Selected response fill-in vocabulary task

Example:

1. At the end of the long race, the runners are totally _____
2. My parents were _____ with my bad performance on the final exam
3. Everyone in the office was _____ about the new salary raises.
4. The _____ listening of the counselor made Christina feel well understood

Choose from among following:

Disappointed

Empathetic

Exhausted

Enthusiastic

c. True/ False Reading Test

True/ False test is one of the most used tests of reading comprehension. Because of the scoring of this test are quick and reliable with the reading comprehension. The item can also be constructed easily and quickly.

Example:

- | | | |
|--|---|---|
| a. The sun rises in the west | T | F |
| b. Fish can't fly, but bird can | T | F |
| c. Lagos is a large as London | T | F |
| d. When ice melts, it turns into water | T | F |

d. Completion Items

Completion items measure recall rather recognition. In this item, the students usually supply a word or short phrase.

There are two types of completion texts. They are as follows:

- 1) The blanks for completion are in the following of the text.

Here, the students should read the full text first, and then they complete the blanks that are in the following.

Example:

256 Weaton Road,
2nd floor, Hong Kong,
7th June, 1974

Dear David,

I'm very sorry that I could not meet you last night. I hope that you didn't wait too long outside the New York Theater. I had to look my small brother

until my mother returned home. She was a long time at the doctor's and she arrived home very late. I ran all the way to the bus stop, but I had already missed the bus, I decided to get on a tram and I arrived at the New York Theater at eight o'clock. I didn't that you would still be there because I as three quarters of an hour late. I do hope that you will forgive me.

Your friend

Peter

Write one word or more in each blank.

- 1) Peter lives at.....
- 2) He wrote the letter on.....
- 3) Peter went to the New York theater by.....

- 2) The blanks for completion are in the text itself.

In this item type the students are required to complete the blank spaces in a reading text.

Example:

Here we.....something along the.....it will cause.....

e. Short or Long Answer Question

- 1) Short-answer question

Short – answer question is reading test that the students spend 3-5 minutes to answer the question.

- 2) Long – answer question

Long – answer question is a reading test that the students spend 5-7 minutes to answer the questions.

C. Text Type

According to Anderson & Anderson (1997: 1), based on generic structure and language feature dominantly used, texts are divided into several types. They are narrative, recount, descriptive, report, explanation, analytical exposition, hortatory exposition, procedure discussion, review, anecdote, spoof, and news item. These variations are known as genre.

1. Narrative

The purpose is to amuse or entertain the readers and to tell a story. Generic structures are orientation, complication, resolution and reorientation. Dominant language features are past tense, action verb and chronological arranged.

2. Recount

The purpose is to retell something that happened in the past and to tell a series of past events. Generic structures are orientation, events and reorientation. Language features usually are past tense, action verb and adjective.

3. Descriptive

The purpose is to describe a particular person, place or thing in detail. Dominant generic structures are identification and description. Language features are simple present tense, action verb, adverb and special technical terms.

4. Report

The purpose is to present information about something. Generic structures are general identification and description. Language features are

introducing group or general aspect, using conditional logical connection and using simple present tense.

5. Explanation

The purpose is to explain the process involved in the formation or working of natural or socio-cultural phenomena. Generic structures are general statement, explanation and closing. Dominant language features are using simple present tense, action verb, passive voice, noun phrase, adverbial phrase, technical terms, general and abstract noun and conjunction of time and cause-effect.

6. Analytical Exposition

The purpose is to reveal the readers that something is the important case. Generic structures are thesis, argument and reiteration or conclusion. Language features are using modals, action verb, thinking verbs, adverbs, adjective, technical terms, general and abstract noun and connectives transition.

7. Hortatory Exposition

The purpose is to persuade the readers that something should or should not be the case or be done. Generic structures are thesis, arguments and recommendation. Dominant language features are using simple present tense, modals, action verbs, thinking verbs, adverbs, adjective, technical terms, general and abstract noun and connectives/ transition.

8. Procedure

The purpose is to help readers how to do or make something completely. Generic structures are goal/ aim, materials/ equipments and

steps/ methods. Dominant language features are using simple present tense, imperatives sentence, adverb and technical terms.

9. Discussion

The purpose is to present information and opinions about issues in more one side of an issue. Generic structures are issue, argument for and against, and conclusion. Dominant language features are using simple present tense, use of relating verb/ to be, thinking verb, general and abstract noun, conjunction transition, modality and adverb of manner.

10. Review

The purpose is to critique or evaluate an art work or event for a public audience. Dominant generic structures are orientation, evaluation, interpretative recount, evaluation and evaluative summation. Dominant language features are focus on specific participants, using adjective, long and complex clauses and metaphor.

11. Anecdote

The purpose is to share with others an account of an unusual or amusing incident. Generic structures are abstract, orientation, crisis, reaction and coda. Language features are using exclamations, rhetorical question or intensifiers, material process and temporal conjunctions.

12. Spoof

The purpose is to tell an event with a humorous twist and entertain the readers. Generic structures are orientation, events and twist. Dominant language features are using past tense, action verb, adverb and chronologically arranged.

13. News Item

The purpose is to inform readers about event of the day which are considered newsworthy or important. Dominant generic structures are short, telegraphic information about story captured in headline, using action verb, saying verbs and adverbs of time, place and manner.

D. Textbook

1. The Definition of Textbook

Textbook serves as an important role in teaching and learning activities. The uses of textbook in the classroom helps teacher in delivering the materials. Similar to the statement above, Mudzakir (2014) stated that a textbook is complemented with students work. Textbook along with many other names is commonly used by educational institution or school and is usually provided with exercise and teaching materials.

The standard of students work in textbook or course book are usually suitable with the students knowledge competence, as Cunningsworth (1984: 1), describes that a published textbook has commonly passed several qualification test from publisher in a controlled pilot studies before it is released to public. In line with Cunningsworth's statement above, Gebhard (2009: 101), implied that at minimum an exercise in EFL/ESL textbook created by publishing companies, government agencies, curriculum development teams at the school labels, and classroom teachers.

From those definitions about textbook, it can be referred that a textbook is a book that serves as a standard guideline for students and teachers in supporting the teaching and learning process in the classroom. In addition, Jazadi (2013: 143), implies that textbook are best is seen if it is designed for a learner centered to help learner focus on learning and gives learners role in decision making process in the classroom.

To sum up, a textbook is a used to be the guideline for both teacher and students in teaching and learning process with consideration of a curriculum and a textbook also need to fit with students needs in learning and not vice versa.

2. The Function of Textbook

Textbook used in teaching and learning process is important. Textbook are meant to help teachers in providing them teaching materials as stated by Chandran (2003: 162). Textbook act as a guideline for inexperienced teachers or tools for experienced teacher. It also provides either inexperienced or experienced teachers with guidance on what students have to learn and what students wish to learn. The statement from Chandran is also in line with the statements from Cunningsworth (1984: 7), there are several functions and roles of textbook which are:

- a. A resource of presentation material
- b. A source of activities for practice and communicative interaction
- c. A reference book (grammar, vocabulary, pronunciation)
- d. A syllabus

- e. A resources for self-directed learning or self- access
- f. A support for less experienced teachers.

The essence of textbook is basically to help both teacher and students in some ways. For teacher, it helps them in preparing and developing the teaching materials that are going to be taught an in the other hand. As for the students, it helps them to maintain and trace back their input learning.

3. The Types of Textbook

According to Neville G (1987: 13-14), there are two categories of text book. They are as follows:

a. Traditional Text Book

The traditional text book tries to get students to learn the language as a system. Once they have learned the system, it is hoped that they can use the language for their own purposes in some fit ways. These text books have the following characteristics,

- 1) They tend to emphasize the forms, or pattern of language (the language) more than the communicative functions of language, for example asking for information, making requests, asking the way, etc.
- 2) They tend to focus on reading and writing activities rather than listening and speaking activities.
- 3) They often make use of great deal with L1
- 4) They emphasize to importance of accuracy

- 5) They tend to focus rather narrowly on a syllabus and examinations
- 6) They often attractive to some teachers, because they seem easy to use, and are highly examination – oriented.

b. Communicative Text Book

Communicative text books try to create opportunities for the students to use the language in the classroom as a sort of “halfway house” before using it in real life. These text books have the following characteristics.

- 1) The emphasize the communicative functions of language not only the forms
- 2) They try to reflect the students’ need and interests
- 3) The emphasize skill in using the language not only the forms, and they are therefore activity based
- 4) They usually have good balance among the four language skill, but may emphasize listening and speaking more than a traditional text book does
- 5) They tend to be very specific in their definition of aims
- 6) Both content and methods reflect the authentic language of every day life
- 7) They encourage work in groups and pairs, and therefore make heavier demands on teachers’ organizational abilities
- 8) They emphasize fluency not only accuracy

c. Evaluating Text Book

There are some criteria for evaluating textbook according to Cunningsworth (1995), particularly course books:

- 1) They should correspond the learners' needs. They should match the aims and objectives of the language learning program.
- 2) They should reflect the uses (present or future) that learners will make of the language. Textbook should be chosen that will help equip students to use language effectively for their own purposes.
- 3) They should take account of students' needs as learners and should facilitate their learning processes, without dogmatically imposing a rigid "method".
- 4) They should have a clear role as a support for learning. Like teachers, they mediate between the target language and the learner.

Based on the Neville G (1987: 15), one way of finding out whether a book is worth looking at more closely is to apply to the eight characters as below:

- 1) Communicative

Is the course book communicative or not.

- 2) Aims

Does it fit in the English learning process aims and objectives?

Surely, the purpose of the English teaching learning has been

displayed on the curriculum. So the writer will analyze whether it suitable or not with the purposes of curriculum.

3) Teachable

Does the reading exercise seem teachable or ready to use, well organized, easy to find in our way around, are there a good clears teacher's guide with the answer, and help on method. Is there sufficient provision made for tests and provision or not.

4) Available Add – ons

Are there any useful 'add – ons '-additional materials such as tapes, workbook or not?

5) Level

Does the level seem about right or not?

6) Your Impression (Teacher Impression)

What is the overall impression of the text?

7) Students Interest

It is seemed students likely to find the book interesting or not?

8) Tried and tested

Has the material been tried and tested in classroom or not?

From the types of textbook above, the researcher choose the textbook "Pathway to English is include to the traditional textbook, because this book focus on reading and writing activities rather than listening and speaking activities, focus on a syllabus and examinations and very easy to use for teacher to guide the English learning.

E. Language Curriculum Theory

1. The Definition of Curriculum

According George (2004: 5), the curriculum seen in a holistic term has different meanings. It could mean a content, standard or objectives that hold students accountable. In other words, it can be described as set of instructional strategies that teacher could use. Yet in the deeper understanding of curriculum, the curriculum itself has several common concepts as follows:

- a. Scope and sequence, the depiction of curriculum as a matrix of objectives assigned to successive grade levels (i.e. Sequence) and grouped according to a common theme (i.e. Scope).
- b. Syllabus, the plan for an entire course, which is typically, includes the rationale, topics, resources and evaluation.
- c. Content outline, a list of topics covered organized in outline form.
- d. Standards, a list of knowledge and skills required by all students upon completion.
- e. Textbook instructional materials used as the guide for classroom instruction.
- f. Course of the study, a series of course that the students must complete.
- g. Planned experiences, all experience students have that are planned by the school, whether academic, athletic, emotional, or social.

With the major objective of education in Indonesia which is to educate people as it is stated clearly in *Pembukaan Undang - Undang dasar* 1945, the new UU RI No 20 Tahun 2003 about education in Indonesia released. It defines, curriculum is seen as sets of plans within that include the purposes, content, and teaching materials that will be used as the guideline to achieve the objective of educational institution.

In conclusion, curriculum is a set of plan created to help teacher to keep track on what students need and what students have to learn by the end of the courses. This also means that curriculum help teacher in facilitating them through sets of instructional materials, method of teaching, and method of assessment that has been provided within it. Those are solely conducted to help students to accomplish their needs and relevance toward learning.

2. The Development of Curriculum

Curriculum has many definitions, in Longman Dictionary on Language Teaching and Applied Linguistics have definition that curriculum is an overall plan for a course or programmed (Jack Richard, 2002: 139). Another definition offered by John Kerr as quoted by A. Kelly defines curriculum as all the learning which is planned and guided by the school, whether it is carried on in groups or individually, inside or outside the school. Christopher Winch (2006: 12), also stated that curriculum is, perhaps, best thought of as that set of planned activities which are designed to implement a particular educational aim – set of

such aims – in terms of the content of what is to be taught and the knowledge, skills and attitudes which are to be deliberately fostered.

Depending on curriculum theory and practice's approaches there are three views; (a) curriculum as a planned program of activities, (b) curriculum as a product, (c) curriculum as a process (Christopher Winch, 2006: 2). The curriculum development is not only an abstraction but also an effort to prepare alternative actions well. According to Jon Wiles (2009: 2), curriculum represents a set of desired goals or values that are activated through a development process and culminate in successful learning experiences for students.

From the definition explained that the curriculum has complex aspects of education. It was very important when the developing or changing were happened, Nunan (1992), in language teaching, there has been a comparative neglect of systematic curriculum development. In particular, there have been few attempts to apply, in any systematic fashion, principles of curriculum development to the planning, implementation, and evaluation of language programs. According to Jack C. Richards (2001: 41), curriculum development processes focus on need analysis, situational analysis, planning learning outcomes, course organization, selecting and preparing teaching materials, providing for effective, and evaluation.

Essential Graduation Learning of Curriculum Guide 2013, (2017: 2), serves as a guiding framework for the curriculum development process:

- a. Aesthetic Expression, students will be able to respond with critical awareness to various forms of the arts and be able to express themselves through the arts.
- b. Citizenship, students will be able to assess social, cultural, economic and environmental interdependence in a local and global context.
- c. Communication, students will be able to think, learn and communicate effectively by using listening, viewing, speaking, reading and writing modes of language, and mathematical and scientific concepts and symbols.
- d. Problem Solving, students will be able to use the strategies and processes needed to solve a wide variety of problems, including those requiring language, and mathematical and scientific concepts.
- e. Personal Development, students will be able to continue to learn and to pursue an active, healthy lifestyle.
- f. Spiritual and Moral Development, students will demonstrate understanding and appreciation for the place of belief systems in shaping the development of moral values and ethical conduct.
- g. Technological Competence, students will be able to use variety technologies, demonstrate an understanding of technological applications, and apply appropriate technologies for solving problems.

3. The Curriculum 2013

a. The Notion of Curriculum 2013

The curriculum in Indonesia has been increasingly developed to be more advanced nowadays. Teachers in Indonesia already adapt three kinds of curriculum from KBK (competency based curriculum), KTSP (school based-level Curriculum) and the latest Curriculum 2013 which is finally released in July 2013. Here is the Curriculum 2013 that has been released in July 2013. The following curriculum is for first grade of Senior High School a whole semester curricula.

The main aspect that has been optimized in Curriculum 2013 compared KTSP is that in Curriculum 2013 the contents are not only based on student accomplishment on the indicator and standards, but also the students comprehension in applying the value of honestly, self discipline, responsibility, cooperation, tolerance, polite, and proactive.

The term curriculum is a formal academic plan for the learning experience of students in pursuit a college degree. The term curriculum include aims for students learning (skills, knowledge, and attitude), content (the subject matter in which learning experiences are embedded), sequence (the order in which concept are presented), learners, instructional resources (materials and settings), evaluation (method used to asses students' learning as a result of these experience), and adjustments to teaching and learning processes, based on experience and evaluation.

The implementation of the curriculum 2013 has some effects in several ways somehow. The effects must be in positive or negative. The advantages are the good standard competence, the constructive

approximation method, and the continuing competence from Elementary School to Senior High School. Firstly, the graduation standard competence is well-ordered. According to KTSP, the subjects had to be fixed to maintain it. On the contrary, the curriculum 2013, the determination of graduation standard competence had to be fixed first before the subject. Secondly, the curriculum 2013 complete approximation method based on the students' creativity.

The new curriculum fulfils three main components of education: knowledge, skill, and attitude. Knowledge is provided by the lesson in general. Skill is from their practical lesson like sports and attitude is reflected by implementing the additional time for religion subject. In view of character building and religion subjects are inserted in the curriculum 2013 more. Thirdly, the curriculum 2013 is designed continuously from Elementary School to Senior High School. Specifically, the Senior High School competence is continue from Elementary School and Junior High School. In spite of those positives sides, the new curriculum also has several weaknesses. The disadvantages are teachers' position threatened to be relocated, obstruct students' intelligence, and unobvious lesson.

b. The Purposes of Curriculum 2013

1) Successful learner

The learners with enthusiasm and motivation for learning, determination to reach high standards of achievement, and openness to new thinking or ideas.

2) Confident individual

The individual can relate to others and manage themselves, pursue to healthy and active lifestyle; can be self-aware; develop communicate their own beliefs and view of the world; assess risk and take informed decision; achieve success and different areas of activity.

3) Responsible citizens

The students can develop knowledge and understanding; they make informed choice and decisions; evaluate environmental, scientific, and technological issues.

4) Effective contributor

The student can communicate in different ways in different settings, work in partnership and teams; take the initiative and lead, apply critical thinking in new contexts, create and develop, solve problems.

c. The Characteristic of Curriculum 2013

The characteristic of curriculum 2013 follows, are:

- 1) The content of the curriculum is competency that stated into min competence of lesson material and is arranged more detail in basic competence.
- 2) Main competence is categorical description about competence that must be learning by students for school grade, class and subject.
- 3) Basic competence is a competence that learned by the student for a subject in particular class.

- 4) Emphasizing competence of attitude, cognitive skill, psychomotor skill, and knowledge for education unit and subject are showed by the member of basic competence subject.
- 5) Main competence become competence organizatory factor not as a generalization concept, topic or something from approaching “Disciplinary-based curriculum” or “content based curriculum”.
- 6) Basic-competence that is developed base on the accumulative principle, reinforce and reach with other subject.
- 7) Learning process is based on the effort to master the competence in satisfaction level with focus on the content of competence characteristic in which knowledge is the mastery content.
- 8) The measurement of the learning process covers all of the competence aspect, formative and the result is followed by remedial learning to ensure the competency materiel in satisfaction level (the minimum criteria of the score minimum cane the satisfaction level).

4. The Assessment of Curriculum 2013

a. The Assessment Rule of Curriculum 2013

The governmental decision about the assessment of curriculum 2013, the education minister suggested that the evaluation was done by teacher to report assessment from such as the students’ achievement report, description of their attitude and skill in teaching learning process, etc. it was also said that the result of the assessment by educator included:

- 1) The value in learning and description of the students' achievement in their result was mainly, skill, knowledge, and attitude.
- 2) Description of the students' attitude to show the competences of spiritual and social assessments.
- 3) The assessments form was made by teacher that reported to the parents for home class teacher.

b. Assessment Procedure

Based on "Buku Guru: English when English rings a bell 7, there are several assessment model based on curriculum 2013. Assessment procedure was done by the teacher. Assessment of learning outcomes by the teacher conducted continuously with the goal the monitor in teaching learning process; it is to increase the effectiveness of the learning. Preparation of phase is carried out through the following steps.

- 1) Examination of the students competence, the syllabus make design teaching learning process related to assessment criteria, development of indicators; choosing appropriate assessment techniques and indicators; develop instruments and scoring guidelines.
- 2) Implementation phase, implementation of the assessment in the teaching learning process start with the search. A search is performed using techniques asked to explore experience in accordance to the conditions and level of students' ability.
- 3) Stage analysis, the result of assessment as made by the teacher was further analyzed to determine progress and learning difficulties. The

result returned to the learners with an inverse (feedback) in the form of comment that reinforcement.

4) Stage report, report of the assessment result of knowledge and skill competency is done by the teacher shaped values and description of the competence achievement. A competence assessment of students is the results of the report of spiritual and social attitudes in the form of description of attitudes. The report is result of the assessment made by the teacher to show the result.

5) The students' ability and their attitude in teaching learning process.

5. Authentic Assessment in Curriculum 2013

Kumano (2001) identifies evaluation as “a process of making decisions based on measurements”. Hence, based on the definition above, authentic assessment is done comprehensively to access from the input, process, and output of learning that includes the realm of attitudes, knowledge, and skills. According to the government regulation of education and culture number 66 year 2013, education assessment standard are criteria regarding the mechanism, procedure, and assessment instrument learners' learning outcome.

Authentic assessment is a measurement significantly to the result of learning on the attitudes, skills, and knowledge. Authentic assessment has strong relevance to the scientific approach on learning according to the demands of curriculum 2013. This assessment able to describe the result of learning, both in order to observe, to think, to try, and others.

The assessment of process and the learning result is a teacher's activities during learning activities related to make decision about the attainment of learners who have unique individual characteristics (Depdiknas, 2006). Authentic assessment tried to combine the activities of teacher's teaching, students' learning activities, motivation and engagement of learners, as well as learning skills.

Authentic assessment is often described as an assessment of development of learners, as it focuses on developing their ability to learn how to learn about the subject. Authentic assessment should be able to describe the attitudes, skill, and knowledge of what is or not owned by learners (Depdiknas, 2003). According to Kurinasih (2014: 48), the cohesiveness of three components (input, process, and output) will describe the capacity, style and learning outcomes of students, even able to produce instructional impact (instructional effect) and the impact of accompaniment (nurturant effect) of learning. According to Bridges (1995), there are six principles of authentic assessment:

- a. Authentic assessment is continuous, informing every aspect of instruction and curriculum building. As they engage in authentic assessment, teachers discover and learn what to teach as well as how and when to teach them.
- b. Authentic assessment is an integral part of the curriculum. Children are assessed while they are involved with classroom learning experiences, not just before or after a unit through pre or post tests.

- c. Authentic assessment focuses on students' strengths. Teachers assess what students can do, what they know, and how they can use what they know to learn.
- d. Authentic assessment is developmentally and culturally appropriate.
- e. Authentic assessment recognizes that the most important evaluation is self evaluation. Students and teachers need to understand why they are doing what they are doing so that they may have some sense of own success and growth.
- f. Authentic assessment invites active collaboration between teachers, students and parents work together to reflect and assess learning.

6. The Objectives of Assessment 20113

Structured mechanism is needed to gather much necessary evidence in the assessment. The assessment is process to obtain the information in any form that can be used to make decision for the students with the curriculum, learning programs, and school climate and school policies. Poerwanti (2008: 3) and Prophan (1995: 4-13) stated that the assessment aimed to:

- a. Diagnose the strengths and weaknesses of students in learning
- b. Monitor the progress the students
- c. Determine the level of students ability
- d. Determine the effectiveness of learning
- e. Affect public perceptions about the effectiveness of learning.

7. Assessment Forms of Curriculum 2013

Based on the teachers' handbook, assessment forms of curriculum 2013 are divided into three. They are the assessment form of attitude, knowledge, and skill.

a. Assessment forms of attitude

- 1) Santun (respect)
- 2) Peduli (care)
- 3) Jujur (Honest)
- 4) Disiplin (discipline)
- 5) Percaya diri (confidence)
- 6) Tanggung jawab (responsible)
- 7) Kerja sama (team work)
- 8) Cinta damai (peace)
- 9) Berkomunikasi baik (communicative)

b. Assessment forms of knowledge

- 1) Tujuan komunikatif
- 2) Keruntutan teks
- 3) Pilihan kosa kata
- 4) Pilihan tata bahasa

c. Assessment forms of skill

The assessment form of skill is divided into two. They are assessment form of writing skill and speaking skill.

CHAPTER III

THE RESEARCH METHODOLOGY

In chapter three, the researcher discusses research methodology covering Research Design, Subject of Study, The Data Resources, The Technique of Collecting Data, The Data Analysis, and The Trustworthiness of Data.

A. The Research Design

Since this study deals with analysis of the content of the textbook especially in the form of document book, the researcher implemented descriptive qualitative content analysis in this research design. As stated by Moleong (2005), Qualitative research is research which has purpose to understand phenomena about what is happen to the research subject, for instance behavior, perception, motivation, act, etc., holistically, in descriptive ways in forms of words and languages, in natural and specific context use various natural method.

The research was conducted by using content analysis because the data that were collected came from the textbooks. According to Krippendorff (2004: 37), Content analysis is a research technique for making replicable and valid inferences from texts (printed matter, recorded speech, visual communications, works of art, artifacts) or other meaningful matter to the context of their use.

Palmquist in Al-Ghazo and Smaudi (2013: 347), asserted that content analysis is a research tool focused on the actual content and internal features of media. It is used to determine the presence of certain words,

concepts, themes, phrases, characters, or sentences within texts or sets of texts and to quantify this presence in an objective manner. Text can be defined broadly as books, book chapters, essays, discussions, newspaper headlines, and articles, historical documents, speeches, conversations, advertising, theatre, informal conversation, or really any occurrence of communicative language. The researcher used book research object and did the analysis by broke down the materials in the book by analysis the exercise of the textbook with the relevancy of curriculum 2013.

In this qualitative research, the researcher intended to examine the condition of materials that are provided in English textbook “Pathway to English” for the first year of senior high school. With the help of document analysis in collecting the data from the textbook, the writer used descriptive qualitative method in analyzing, interpreting and reporting the data that is described in the English textbook. This kind of analysis is done with help of words to describe any detailed conclusion or interpretation in a less biased and subjective manner.

This method as found out to be suitable with the purpose of the research in examine the materials in a written and visual data provided in English textbook “Pathway to English”. There are at least 11 chapters within textbook and the researcher determines 11 chapters as the research for the while book.

B. The Research Instrument

In conducting this research, the researcher takes some of reading text in the textbooks as the data. There are fifty three reading exercise which are categorized into descriptive, recount and narrative text.

C. The Data Resources

H.B Sutopo (2002: 50-54) states that the data source in the descriptive qualitative research can be humans, events or activities, place or locations, things, various picture and records, documents and archives.

The resource of data in this research is an English textbook “Pathway to English” for Senior High School grade X. It is arranged by Th. M. Sudarati and Eudia Grace and published by Erlangga 2013. The textbook consist of 11 chapters and 248 pages. The materials of each unit are organized into 5 parts based on the curriculum development of CGL; (1) Observing, (2) questioning, (3) exploring, (4) associating, and (5) communicating. The researcher focused on just one book and the reading exercise in the textbook in the scope of first semester.

D. The Technique of Collecting Data

The technique of collecting data in this research is involves several activities in analysis:

1. Reading

The first step of data collection procedure was reading the “*Pathway to English*”, an English Textbook for senior high school grade

X, published by Erlangga 2013. The researcher was reading all text and exercise in the textbook to find which exercises are considered as the data. The data are only the exercise in the textbook.

2. Identification

After the complete reading was done, the next step was identification. The researcher will identify the type of reading exercise, the learning activities.

3. Classification

The next step was classification. The data had been identified was then classified based on the competency and skill which are emphasized in the exercise.

4. Simplification

To simplify data, the researcher will randomly select one of the materials from each group as the representative of each competency and skills from the whole classified data and then analyze it.

5. Analysis

The last step is analyzing the data. The data that have been collected and classified are then analyzed. The complete analysis will be presented in the chapter IV.

E. The Data Analysis

In term of qualitative data analysis, Bodgan in Sugiyono (2013: 334), data analysis is the process of systematically searching and arranging the interview transcripts, field notes, and other materials that you accumulate

to increase your own understanding of them and the enable you to present what you have discovered to others.

In this study the researcher will only took five steps those are:

1. Identifying the topic

The researcher will read the textbook and then identify the topic, it is reading exercise.

2. Cluster the topic into categories

The researcher will cluster the reading exercise into some categories. They are in type of reading exercises.

3. Form categories into patterns

After clustering reading exercise in the textbook into the type of reading exercise, they are formed into patterns in term of clear directions, the presence of example and comparing with the curriculum.

4. Draw explanation from the patterns

The aspects discussed in this research are:

- a. Aim
- b. Relevancy
- c. Type of test
- d. Type of reading exercise

5. Analyzing

In this final step, the researcher might analyze whether the reading exercise in "*Pathway to English*", an English Textbook for senior high school grade X, published by Erlangga 2013 are in line with the objective of curriculum, and match with type of reading exercise.

F. The Trustworthiness of Data

In analyzing the data, researcher also needs to analyze the validity of the data sources to get the valid data. To prove and to check the data validation of a data scientifically and responsibly, qualitative research must use the relevant technique of data analysis. To get the validity and reliability of the research, the researcher used triangulation. According Lexy J. Moleong (2001: 178), triangulation is a technique analysis of data which is benefited something out of data itself in order to check the result of data or as a data comparer.

In this case, the researcher using increase the persistence for validity the data. Increasing the persistence means to observe more closely and continuously. In this way, the reliability of the data and the sequence of events were recorded with certainty and systematic. The researcher used validity of the data by increasing the persistence by reading all of the content of textbook carefully, so that it can be known the wrongness and the shortcomings.

As a previous the researcher reads various reference books and research documents or documentation related to the findings of the study.

CHAPTER IV

THE RESEARCH FINDINGS AND THE DISCUSSION

In this chapter, the researcher discusses the research findings and discussion of the research findings. The research findings consist of two sections. The first section is analysis of reading exercise in “Pathway to English”, an English textbook High School Students grade X published by Erlangga. The second is the result of the reading exercise analysis in “Developing Pathway to English”, an English textbook High School Students grade X published by Erlangga to the some aspects criteria of reading exercise.

A. The Research Finding of Reading Exercise in “Pathway to English”, an English textbook High School Students grade X published by Erlangga in term of Reading Exercise Criteria.

The analysis of reading exercise in the textbook “Pathway to English”, an English textbook High School Students grade X published by Erlangga based on

1. What is the aim of exercise?
2. What is the type of text?
3. Are the reading exercises relevant with curriculum of Senior High School Tenth Grade?
4. What is the type of reading exercise?

The analysis of reading exercises in the textbook “Pathway to English”, an English textbook High School Students grade X published by Erlangga are:

1. Exercise of questioning page 8 chapter 1

Discuss the following questions with your friends and your teacher.

- Have you ever introduced yourself in front of many people?
- When did you do it?
- Why do you think you should do it?
- What did you mention?
- How did you feel when you spoke in front of the public?

Table 4.1.1 analysis of reading exercise of questioning page 8 chapter 1

No	Aspect of evaluation	Analysis
1	Aim	The aim is to sustain good relationships among teachers, students and others. Also analyzing spoken and written self-introduction text according to the context; and constructing spoken and written text to deliver, ask for and respond to self introduction, according to the appropriate social function, text structure and language features as well as the contexts.
2	Type of text?	Descriptive
3	Relevance with curriculum 2013 of Senior High School Grade X	The skills developed in this exercise are; <ul style="list-style-type: none"> – Reading: reading for specific information – Cultural awareness: introducing oneself and others politely – Observing: listen to a short dialogue to share students’ experiences about

		<p>personal information; and read and imitate transactional and interpersonal dialogues about personal information</p> <ul style="list-style-type: none"> – Questioning: practice a dialogue about personal information – Exploring: write personal information – Associating: analyze some expressions of personal information according to their functions – Communicating: demonstrate monologue about personal identification – Grammar: W-H questions
4	Type of reading exercise	Long answer question

2. Exercise of activity 19 page 16 chapter 1

19. Which workplace are suitable for these job? You can choose more than one.

- | | |
|------------------|---------------------|
| 1. chef | a. bank |
| 2. secretary | b. airport |
| 3. doctor | c. hotel |
| 4. typist | d. restaurant |
| 5. nurse | e. factory |
| 6. waiter | f. office |
| 7. clerk | g. department store |
| 8. porter | h. hospital |
| 9. manager | |
| 10. receptionist | |

Table 4.1.2 analysis of reading exercise of activity 19 page 16 chapter 1

No	Aspect of evaluation	Analysis
1	Aim	The aim of this exercise is to show the description about occupation according to the context, and analyzing spoken and written about occupation according to the context; and understanding spoken and written self introduction texts or words about occupation according to the context. Constructing spoken and written text to tell and ask about past experiences/ activities/ events about occupation according to the social function.
2	Type of text?	Descriptive
3	Relevance with curriculum 2013 of Senior High School Grade X	The skills developed in this exercise are: <ul style="list-style-type: none"> <li data-bbox="820 1189 1380 1301">– Reading: reading for detailed information about occupation <li data-bbox="820 1339 1380 1597">– Exploring: discuss the English expressions of personal information with the ones from student’s daily life such as occupation <li data-bbox="820 1635 1380 1821">– Grammar: vocabulary about; family and relatives, jobs and profession, hobby and interest
4	Type of reading exercise	Short answer question

3. Exercise of activity 26 page 21 chapter 1

26. Put the appropriate pronouns in this text.

I have a friend called William. 1)_____ lives next door to use with 2)_____parents and sister, Jane, who is three years older than 3)_____is. Jane doesn't play with 4) _____ brother so William usually plays with 5) _____. Now I often come to 6) _____ house. William and I have some things in common. For example 7) _____ like playing football. 8) _____ is good at plying hockey. He promises to teach 9) _____ playing hockey in 10) _____ spare time.

Table 4.1.3 analysis of reading exercise of activity 26 page 21 chapter 1

No	Aspect of evaluation	Analysis
1	Aim	The aim is to understanding, applying, analyzing factual, conceptual and procedural knowledge based on the interest in event or activities; and analyzing spoken and written texts in telling and asking about past experience/ activities/ events when it happened and afterwards, according to the context.
2	Type of text?	Descriptive
3	Relevance with curriculum 2013 of Senior High School Grade X	The skills developed of this exercise are: <ul style="list-style-type: none"> - Reading: reading for referring - Questioning: compare the usage of English vocative and Indonesian vocative to increase students' awareness of cross cultural understanding

		<ul style="list-style-type: none"> - Exploring: finds other forms of personal identification from other sources - Associating: discuss the English expression of personal information with the ones from students' daily life - Grammar: pronouns
4	Type of reading exercise	The blank for completion are in text itself question

4. Exercise of activity 15 page 43 chapter 2

15. Read the text carefully and answer the following questions.

I do not think I express my appreciation to you often enough for having given me so many happy years, so I have decided to write this letter. This way I can sit down and gather my thoughts together and present them to you with a small token of my love.

I know you have always enjoyed musical comedies, so I have purchased tickets for us to see one of the best plays on Saturday evening. I believe that is the one we saw when we started our relationship so many years ago. We were always going to musicals and plays back then. I remember that "A Midsummer Night's Dream" was your favorite Shakespearean comedy.

After we were married, though, our children started arriving quickly and our theater-going days diminished rapidly. I do not think that either one of us minded too much, though, because our kids always seemed to provide enough entertainment of their own. How I admired your parenting skills through the years! I still do not know how you did everything so well, even from the beginning – our little ones certainly did not come with a manual.

I will always be grateful for the help you gave me, too, when I started to get a little heavy-handed with them. I benefited from your guidance and motherly skills almost as much as the children did. Now that they have all left the nest, we can be glad that none of them have any complaints about their childhood years-at least....

Love,

Bob

Taken from WriteExpress

- 1) Who wrote the letter?
- 2) Who is the letter likely to be for?
- 3) What is the purpose of writing the letter?

- 4) Use clues in sentences to guess the meaning of the words in bold.
 - a. ...so I have **purchased** tickets for us to see one of the best plays on Saturday evening. (paragraph 2)
 - b. After we were married, though, our children **started arriving** quickly.... (paragraph 3)
 - c. How I **admired** your parenting skills through years! (paragraph 3)
 - d. I **benefited** from your guidance and motherly skills almost as much as the children did. (paragraph 4)
- 5) Give the following details about the writer.
 - marital status
 - age
 - hobby
- 6) The writer wrote “ I do not think I express my appreciation to you often enough for having given me so many happy years, so I have decided to write this letter”. What does the mean?
- 7) What kind of a person do you think the writer is?
- 8) What kind of a person do you think the receiver is?

Table 4.1.4 Analysis of Reading Exercise of activity 15 page 43 chapters 2

No	Aspect of evaluation	Analysis
1	Aim	The aim of this exercise is to show the passage and for finding synonyms from contextual clues in this recount text. Analyzing the social functions, text structure and language features of recount text about experiences/ activities/ events according to the contexts.
2	Type of Text?	Recount Text
3	Relevance with Curriculum 2013 of Senior High School Grade X	The skills developed in this exercise are: <ul style="list-style-type: none"> - Reading: reading for getting the main ideas of the text - Grammar: past tense - Observing: identify social functions, structure of texts and language

		<p>features of compliments</p> <ul style="list-style-type: none"> - Exploring: write a compliment message - Communicating: do self reflection about some difficulties to understand compliments - Values: complimenting other politely and sincerely
4	Type of Reading Exercise	Long answer question

5. Exercise of activity 22 page 47 chapters 2

22. Complete the following compliment cards using the verb provided.

Dear Shinta,

I (1) _____ that your essay (2) _____ first place in national competition. Congratulations! I know how strongly you (3) _____ about the issue, and how long you (4) _____ on developing your arguments. You are good example of how commitment and hard work pay off. This honor indicates a promising future in journalism and public service. We wish you the very best.

Worked felt won heard

Table 4.1.5 Analysis of Reading Exercise of activity 22 page 47 chapters 2

No	Aspect of evaluation	Analysis
1	Aim	<p>The aim of this exercise is to know the passage of the recount text about experience/ activities/ events according to the text.</p> <p>Constructing simple spoken and written recount text about experiences/ activities/</p>

		events, according to the appropriate social function, text structure and language features as well as the context. Analyzing spoken and written texts in expressing and responding to extended compliments according to the context.
2	Type of Text?	Recount text
3	Relevance with Curriculum 2013 of Senior High School Grade X	The skills developed in this exercise are: <ul style="list-style-type: none"> - Grammar: past tense - Exploring: write a compliment message - Associating: compare the usage of English compliments with one from student's daily expressions - Communicating: do self reflection about some difficulties to understand compliments in recount text.
4	Type of Reading Exercise	The blanks for completion are in text itself.

6. Exercise of activity 18 page 85 chapters 4

18. Answer the questions and decide whether the statements are true or false.

No	Statements	True	False
a.	Dude Manuhutu is going to be a speaker in the 2013 conference.		
b.	Andy Manuhutu, the managing director of NX company, answered the letter sent by Mr. Wirakusuma.		

c.	Andy Manuhutu and Dude Manuhutu are working for Internet Consultant office.		
d.	The copy of the letter is sent to NX modems Product Manager.		
e.	While answering the letter sent by Mr. Wirakusuma, Dude Manuhutu also encloses a preliminary proposal.		
f.	During the conference, Mr. Andy Manuhutu is going to stay in the Mutiara Hotel.		
g.	Mr. Wirakusuma is going to book a hotel for the speaker of the conference.		
h.	The letter was written two days after receiving a letter to be a speaker in internet 2014 Conference.		
i.	From the closure of the letter we may conclude that the writer does not know Mr. Wirakusuma quite well.		

Table 4.1.6 Analysis of Reading Exercise of activity 18 page 85 chapters 4

No	Aspect of evaluation	Analysis
1	Aim	The aim of this exercise is social function of telling plans, constructing spoken and written text to express and ask about plan of actions according to the appropriate social function, text structure and language features as well as the context.
2	Type of Text?	Descriptive
3	Relevance with Curriculum 2013 of Senior High School Grade X	The skill are developed in this exercise are: <ul style="list-style-type: none"> - Reading: read some message about plan or intention in various context - Grammar: text structure - Observing: listen and read some

		<p>sentences about plans in various contexts; and identify social function, structure text and language features of plan</p> <ul style="list-style-type: none"> - Exploring: make an e-mail expressing plan or intention - Communicating: express an intention or plan in daily life
4	Type of Reading Exercise	True/ False reading test.

7. Exercise of questioning page 112 chapters 6

Discuss the following questions with your friends and your teacher.

- a. Have you ever talked about an event / action that happened in the past?
- b. When did you do it?
- c. Why do you think you should do it?
- d. With whom did you talk about it?
- e. How did you express it?
- f. What can we learn from talking about past events/ actions in our daily life?

Table 4.1.7 Analysis of Reading Exercise questioning page 112 chapters 6

No	Aspect of evaluation	Analysis
1	Aim	The aim of this exercise of social function is to be a role model in applying moral values, loving Indonesia and appreciating other cultures. Analyzing the social functions, text structure and language features of recount text about experience/ activities/ events

		according to the context. And constructing spoken and written text to tell and ask about past experiences when it happened according to the context.
2	Type of Text?	Recount
3	Relevance with Curriculum 2013 of Senior High School Grade X	Skills developed: <ul style="list-style-type: none"> - Grammar: present perfect tenses - Observing: listen to and read various text in the simple past and present perfect tense; listen and give response events or action in simple past and present perfect tense - Questioning: look for the differences between the english and Indonesian ways of talking about past events or action to increase the students' awareness of cross culture understanding - Exploring: write about unforgettable event in the simple past and present perfect tense - Communicating: make a self reflection about some difficulties to understand simple past and present

		perfect tense.
4	Type of Reading Exercise	Short answer question

8. Exercise of activity 9 page 136 chapters 7

9. in pairs, match each word with a definition.

a. easygoing	1. people who don't do what they say they will
b. emotional	2. a person who doesn't often ask for other people's help
c. generous	3. a person who waits calmly for things and doesn't worry if things are not on time.
d. independent	4. someone who like giving things to other people
e. Moody	5.a person who doesn't usually worry or get angry
f. Patient	6.someone who is often gloomy or depressed
g.ground	7.a person who enjoys being with other people
h.sociable	8.people who have a high opinion of their own importance
i.unreliable	8.people who show their feeling easily.

Table 4.1.8 Analysis of Reading Exercise of activity 9 page 136 chapters 7

No	Aspect of evaluation	Analysis
1	Aim	Understanding simple spoken and written descriptive text about people, tourism destination, and famous historical buildings. Editing simple spoken and written descriptive text about people, tourism destination, and famous historical buildings, according to the appropriate social function, text structure and language features as well as the context.
2	Type of Text?	Descriptive
3	Relevance with Curriculum	The skill developed:

	<p>2013 of Senior High School Grade X</p>	<ul style="list-style-type: none"> - Reading: reading for information in a descriptive text - Observing: listen to complete text about describing people - Questioning: compare how we describe people in English and Indonesia - Exploring: read a text by paying attention to the pronunciation, stress and intonation - Associating: identify parts of a descriptive text - Communicating: present of descriptive text - Grammar: compound adjectives - Values: showing self esteem nationalism, tolerance for other and spirits of struggling.
4	Type of Reading Exercise	Sentence matching

9. Exercise of activity 25 page 146 chapters 7

24. The following letter is describing Brenden Miller who will meet Rob Gibson at the airport because Mr. Miller has never seen Mr. Gibson before. Read it carefully

82 Wright Lane, London
W8. 5TZ, England

Dear Mr. Miller,

In your last letter, you kindly requested me to describe myself as you are going to pick me up at John F. Kennedy International Airport, New York. So let me tell you about myself.

I'm forty (40) years old. I'm of average height, about 169 m. I have a quite dark complexion. I have a straight and strong body. My hair is curly, short and black. There is a small mole at the right side of my nose. I always wear glasses. I will be wearing a white shirt with blue stripes and a dark blue necktie. My trousers are dark blue, too. Well, that's all the description of me.

By the way, I would like to reconfirm my arrival in New York. My BA987 flight destination New York is scheduled to arrive at 10.46 New York's time. We'll meet at the arrival area soon. You can contact me on the usual number.

Thank you for your good cooperation and kindest attention.

Sincerely yours,
Rob Gibson

25. Complete the following sentences with the information from the text.

- a) The letter is telling us about _____
- b) Mr. Miller lives in _____
- c) Mr. Gibson lives in _____
- d) Mr. Gibson has never _____ before.
- e) The plane will arrive in New York at _____

Table 4.1.9 Analysis of Reading Exercise of activity 25 page 146 chapters 7

No	Aspect of evaluation	Analysis
1	Aim	The aims of this exercise is demonstrating responsible, caring, disciplined, cooperative and peaceful attitudes in functional communication. Constructing simple spoken and written descriptive text about people, tourism destination and famous historical buildings, according to the appropriate of functional structural, language features. Admiring, introducing, identifying, criticizing, or promoting something.
2	Type of Text?	Descriptive
3	Relevance with Curriculum	The skill developed:

	2013 of Senior High School Grade X	<ul style="list-style-type: none"> - Reading for a specific information of descriptive text - Reading for identifying the social function of descriptive text - Identify the general features of a descriptive text - Complete text about describing people - Describing a certain person
4	Type of Reading Exercise	The blanks completions are in the following of the text.

10. Exercise of activity 37 page 211 chapters 10

37. Match the word in the left column with their appropriate meaning in the right column.

1.	trust	a. To say what we mean, to deliver what we promise and to stand for what is right.
2.	respect	b. To be accountable for one's actions
3.	integrity	c. Cooperative or coordinated effort on the part of a group of people acting together as a team or in the interests of a common cause.
4.	responsible	d. To built confidence through teamwork and open, candid communication.
5.	work ethic	e. To treat one another with dignity, fairness and appreciation.
6.	honesty	f. Individual's attitude toward work and dedication to completing a job.
7.	punctuality	g. To be truthful in all our endeavors with one another, with our customers and our community.
8.	attitude	h. To act or work with another or others, act together or in compliance.
9.	initiative	i. Being on time.
10.	professionalism	j. Doing something on your own without being told or given special incentive.
11.	ethic	k. A set of moral principles, dealing with what isd good and bad and with moral duty and obligation.
12.	confidence	l. Following a line of conduct as though it were a profession.

13.	cooperation	m. Conducting oneself according to the highest standards of industry.
14.	teamwork	n. Quality or state of being certain.
15.	professional	o. Reflection of opinion, work ethic, initiative.

Table 4.1.10 Analysis of Reading Exercise of activity 37 page 211 chapters 10

No	Aspect of evaluation	Analysis
1	Aim	The aim of this exercise is to analyzing the social function, text structure and language feature in recount text about experience or activities according to the text. To give good example of attitudes, to be proud of nation, to act responsibility and carefully, to be disciplined and to tell about the past experiences.
2	Type of Text?	Recount text
3	Relevance with Curriculum 2013 of Senior High School Grade X	The skills developed: <ul style="list-style-type: none"> - Grammar: pronouns and noun phrases - Tell past experience honestly to other - Reading: reading for getting detailed information - Exploring: find some recount text from various sources - Read a recount text to a friend - Associating: analyze a recount text

		<p>according to its text organization, social function and language features</p> <ul style="list-style-type: none"> - Communicating: tell a monologue about past experiences, write a recount text - Make a clipping about recount text
4	Type of Reading Exercise	Matching sentence

11. Exercise of activity 16 page 231 chapters 11

16. Choose the best answers.

- 1) "... a widow of a count and her daughter did everything to make themselves the princess' favorites". The underlined word is closest in meaning to . . .
 - a. A social rank
 - b. A committee
 - c. A procedure
 - d. A candidate
 - e. A number
- 2) "...a widow of a count and her daughter did everything to make themselves the princess' favorites". The underlined word is closest in meaning to....
 - a. A newly married woman
 - b. A person who has never married
 - c. A woman whose husband has died
 - d. A woman who as left by her husband
 - e. A person whose wife or husband has died
- 3) "The princess implored the king to do it, and when his objections could not convince her, he married the woman." The underlined word is closest in meaning to....
 - a. Wished someone not to do something
 - b. Ran away from someone dangerous
 - c. Being attacked by fierce behavior
 - d. Wanted to make someone angry
 - e. Asked for something sincerely
- 4) " As soon as she was her stepmother, the woman began to maltreat the princess." The underlined word is closest in meaning to....
 - a. To awaken someone's spirit
 - b. To get into someone's life
 - c. To treat someone cruelly
 - d. To love someone deeply
 - e. To take care of one well
- 5) "He went there one day to bid her farewell because he was going on a long journey to a great tournament." The underlined word is closest in meaning to....
 - a. To ask
 - b. To plan
 - c. To greet

- d. To refuse
- e. To welcome
- 6) "...and when she went through the pages of the book, the flew in as a bird and courted her." The underlined word is closest in meaning to....
 - a. Risked something
 - b. Tried to served well
 - c. Behaved carelessly
 - d. Tried to get attention
 - e. Had a romantic relationship
- 7) "...and saying that nine young snakes in her father's stables could cure him." The underlined word is closest in meaning to....
 - a. Boxes to save jewelry
 - b. Buildings to keep horses
 - c. Jugs to hold fresh after
 - d. Boards for a particular purpose
 - e. Clusters to surround something
- 8) "For three days, she fed him a soup made from three of the young snakes and he recovered." The underlined word is closest in meaning to....
 - a. Missed his life
 - b. Became worst
 - c. Almost lost
 - d. Got better
 - e. Was dying

Table 4.1.11 Analysis of Reading Exercise of activity 16 page 231 chapters 11

No	Aspect of evaluation	Analysis
1	Aim	The aim of this exercise is to analyzing the social function, text structure and language feature in descriptive text about experience or activities according to the text. To apply good moral values in daily life, to have nationalism and respect others' culture, and appreciating other cultures.
2	Type of Text?	Narrative
3	Relevance with Curriculum 2013 of Senior High School Grade X	The skills developed: - Grammar: simple past tense, simple sentences, past future tense

		<ul style="list-style-type: none"> - Reading: reading for getting main ideas of the text - questioning: ask about the main idea, detailed information and specific information about the test - associating: gain feedback from teacher and friends about the result of their discussion - communicating: share information about the social functions text structure and language function after reading legends - exploring: fill gaps of various legends, read various legends from various source, read a legend correctly - observing: listen to various spoken legends - observe the social function structure and language features of spoken legends
4	Type of Reading Exercise	Multiple choice

12. Exercise of activity 18 page 232-233 chapters 11

18. Complete the following text by filling the blank spaces without looking the story of the Green Knight

A queen who was 1) _____ asked her husband to fulfill their daughter's 2) _____ and the king promised to do it.

There 3) _____ a widow of a count and her daughter who did everything to make them 4) _____ by the princess. They persuade the princess to have them stay at the castle and then the widow told her that they could not stay if the king 5) _____ her. The princess implored the king to do it and when his objections could not convince her, he married the woman.

As soon as she 6) _____ the king, the woman began to treat the princess 7) _____. When the king 8) _____ this, he sent the princess to a summer palace and had one built for her.

9) _____ he went to the summer palace to say 10) _____ because he was going on a long journey to a great tournament. She told him to send her regard to the Green Knight. He did not meet the Green Knight 11) _____ but on the way home, he came through a forest where he found a herdsman and asked him whose animals they were. The 12) _____ told him that they were the Green Knight's. 13) _____ he went on and found the marvelous castle where the Green Knight, a handsome young man lived. He gave him his daughter's regard. The Green Knight had never heard of her, but made the king welcome and gave him a gift; either a green book or a casket with his portrait.

The king returned home with the green book from the Green Knight. The princess wondered why she had spoken of the Green Knight and when she went through the pages of the book, she found 14) _____ fly in and courted her. She recognized him as the man she dreamed of and he came to court her.

15) _____ he visited her secretly to avoid her stepmother, but her stepmother 16) _____ it. She put a pair of poisoned scissors in the window. In the others, she put a poisoned nail in the oar he used to row out. In all, he was injured and stopped visiting the princess.

Fortunately, the princess overheard to birds saying that the Green Knight was 17) _____, and the Knight could only be cured by 18) _____ in her father's stables. She got the snakes, went to the Green Knight's castle and got a job in the kitchen. There, she persuaded the cooks to let her cook the soup for him. For three days, she fed him a soup made from three young snakes and he recovered.

One morning, he went to the kitchen and found the princess there. 19) _____ he did not recognize her. Even, when she asked to marry him, he refused it because he had already promised to marry a princess. Finally, she cleaned herself up to make the Green Knight 20) _____ her. In all, they married.

Table 4.1.12 Analysis of Reading Exercise of activity 18 page 232-233 chapters

11

No	Aspect of evaluation	Analysis
1	Aim	The aim of this exercise is to analyzing the social function, text structure and language feature in descriptive text about experience or activities according to the text. Understanding

		simple spoken and written narrative text in the form of simple short stories.
2	Type of Text?	Narrative
3	Relevance with Curriculum 2013 of Senior High School Grade X	<p>The skills developed:</p> <ul style="list-style-type: none"> - Observing: observe some characters in the legends - Find the main idea, detailed information, and specific information about the text - Questioning: compare the usage of english legends and Indonesian legends to increase students cross cultural understanding - Exploring: practice to find the main idea, detailed information and specific information of text - Works in group to write a copy narrative by considering the social functions of a legend text structure and language functions - associating: in pairs, analyze some legends focusing on the social functions and text structure and language functions.

4	Type of Reading Exercise	The blanks completions are in the text itself.
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B. The Discussion of Reading Exercise in “Pathway to English” an English Textbook for Senior High School Grade X published by Erlangga in Term of Reading Exercise.

After the researcher analyzes the reading exercise in “Pathway to English” for Senior High School Grade X, there are some results below:

1. In term of aim of exercise

The aims of exercises are already clear in the boxes of analysis.

2. In term of type of texts

Based on generic structured and language feature dominantly used, texts are divided into several types. They are Narrative, Recount, Descriptive, Report, Explanation, Analytical Exposition, and Hortatory Exposition, Procedure, Discussion, Review, Anecdote, Spoof, and News item.

From 53 exercises, 21 exercises are in Descriptive Texts, 23 exercises are in Recount Text, 9 exercises are in Narrative. But, the researcher only mentions 12 exercises in the textbook with the each chapter. In the chapter 1 only mention 3 exercises there are long answer question, short answer question and the blank for completion in text itself with the genre text is descriptive text. Chapter 2 only mention 2 exercises there are long answer question and the blanks for completion in text itself with the genre text is recount text. In chapter 4 only mention 1 exercise there is true/ false reading test with the genre text is descriptive text.

Chapter 6 only mentions 1 exercise there is short answer question with the genre text is recount text. And in the chapter 7 the researcher mentions 2 exercises there are sentence matching and the blanks completion are in the following of the text with the genre text is descriptive text. The chapter 10 the researcher only mention 1 exercise there is matching test with the genre recount text, and the last chapter is 11 the researcher only mention 2 exercises there are multiple choice and the blanks completion in text itself with the genre of text is narrative text.

3. Relevance with Curriculum 2013

All of exercises are covered in reading materials of Curriculum 2013, the written texts in Descriptive, Recount, and Narrative are covered in “Pathway to English” for Senior High School Grade X.

From this analysis, the researcher concludes that the exercises in the textbook are relevant with Curriculum 2013, because most of materials are covered in the textbook. And also supported by social function and skill developed, the skills developed divide into several types, there are: observing, associating, questioning, exploring and communicating. And the content of textbook is available with syllabus of senior high school and curriculum 2013

4. Type of Reading Exercise

Types of reading exercise are Matching Test, True/ False Reading Test, Multiple Choice item test, Completion item tests, and Long and Short answer questions

The result of reading exercise analysis shows that there are 4 exercises in Matching Tests, 3 exercises are in True/ False Reading Test, 1 exercise in Multiple Choice Item text, 13 exercises are in Completion Item Test, 11 exercises are in Short Answer Question, and 32 exercises are in Long Answer Question. From this result shows that all type of reading exercises are covered in “Pathway to English”.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter discusses two things. The first is conclusion and the second are implication and suggestion of this research.

A. Conclusion

Reading is an active mental process and it can make us to use our brain and can make us become smarter, because we can find deeper information from the books we read than just classroom discussion. Because of the important of reading and textbook of English as a manual for teaching the language, the teacher should pay attention to the reading exercise in the textbook they used in the classroom. The teacher should examine whether reading exercise of textbook are relevant or not with the existing curriculum in term clear direction, present of example and type of reading exercise. They should observe whether the reading exercise in the textbook could lead students to the goal as stated in curriculum or not.

The uses of skills in communication become the main priority for Curriculum 2013 in term of communicative purposes. Materials and exercise provided in the textbook should be match with the current curriculum and learners needs. As in Curriculum 2013, teacher supposed to create an atmosphere of a free, relaxed and student centered learning classroom to make students feel encouraged to analyze, observe and generate what they learn from either mediums of learning which in this case is teacher or textbook.

In this qualitative research, the researcher intended to examine the condition of materials that are provided in English textbook “Pathway to English” for the first year of senior high school. With the help of document analysis in collecting the data from the textbook, the writer used descriptive qualitative method in analyzing, interpreting and reporting the data that is described in the English textbook.

From 53 exercises, 21 exercises are in Descriptive Texts, 23 exercises are in Recount Text, 9 exercises are in Narrative. In this research the researcher only mentions 12 exercises in the textbook with the each chapter. And the chapters are chapter 1, chapter 2, chapter 4, chapter 6, chapter 7, chapter 10 and the last is chapter 11. With each chapter consist many exercises, such as long answer questions, short answer questions, the blank for completion in text itself, sentence matching, the blanks for completion are in the following of the text, true/ false reading test, and the last is multiple choice. Each exercises have some genre text in reading exercise, which is Recount text, Descriptive text and Narrative text are available in the textbook.

B. Implication

Based on this research, the reading exercise of this textbook have some social functions and skill developed it can be reference and classify into a good textbook and available with syllabus of senior high school and relevance with curriculum 2013. Here the skill developed based on this textbook are: observing, associating, exploring, questioning and

communicating. Besides that, for this textbook we can also find the applying of the values of honestly, self discipline, responsibility, care, polite, tolerance, responsive and proactive. And the three main of curriculum 2013 are skill, attitude and knowledge.

C. Suggestions

Based on the result of this research with positively indicates that reading exercise of the textbook are relevant with some aspects. Some suggestion for English teaching and learning process are proposed as follows:

1. To the researcher

In arranging an exercise in the textbook, it is better to consider some aspects of materials.

2. To the teachers

- a. The teacher can use the textbook for a guide in teaching and learning process.

- b. Teacher should consider other supplements to help them in teaching and learning process.

3. To the students

- a. The students can use this textbook for a guide in learning English

- b. To improve their reading skill, the students should practice their reading skill through exercises.

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APPENDICES