AN ANALYSIS ON TASK OF READING TEXT IN THE TEXTBOOK
ENTITLED DEVELOPING ENGLISH COMPETENCIES USED BY
THE TENTH GRADE OF SMA NEGERI 1 BOYOLALI

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Niar Fauzia A320 090 229. AN ANALYSIS ON TASK OF READING TEXT IN THE TEXTBOOK ENTITLED DEVELOPING ENGLISH COMPETENCIES USED BY THE TENTH GRADE OF SMA NEGERI 1 BOYOLALI. Research Paper. Muhammadiyah University of Surakarta. 2015.

This research is to clarify the types of the reading task that found in the textbook “Developing English Competencies” and to describe whether the indicator of reading task is compatible with the requirements of the indicators in the syllabus on the 2013 Curriculum. The research is a descriptive research. The writer collects the data by observing the textbook “Developing English Competencies” and documenting some important data that support to this research. The data are from the reading text of the task in the textbook, and lesson plan. The methods of collecting data are reading the textbook, classifying the task of the reading text item in the textbook, finding out the kinds of the reading task of each item found in the textbook, and coding the data based on the kinds of reading task. The techniques of analyzing data are describing the kinds of type of task of reading text in the textbook, comparing the task of reading text in the textbook with reading skill demanded by the 2013 curriculum, and giving percentage to total of the task of the reading text developed in textbook with the 2013 curriculum. The results of the research present 1) The types of reading task are the open ended question type is 13 data or 39.39 %, multiple choice type is 3 data or 9.09 %, the vocabulary in a text type is 6 data or 18.18 %, the missing sentence is 2 data or 6.06 %, the writer opinion or reader response is 3 data or 9.09 %, putting the paragraph into the correct order is 2 data or 6.06 %, true/false reading task is 3 data or 9.09 %, and matching the heading with the paragraph is 1 data or 3.03 %. The open ended question is the most dominant type of all reading tasks that is in the textbook. 2) The compatibility of reading task between the textbook “Developing English Competencies” and the requirement of the syllabus on the 2013 Curriculum is 100% or in very good of quality criteria. It means that the reading task on the textbook can be used to the students in tenth level of Senior High School.

Keyword: Textbook, task item, reading
A. Introduction

English is one of the foreign languages taught in our country. The Indonesian government has taken several efforts for educational development such as increasing the English skill for each Indonesian learner.

The learners need the information or the material to increase their knowledge. They can get it easily through some media that have been provided. One of them is the textbook.

According to Kennedy (1981:5), “reading is the ability of an individual that recognizes a visual form to associate the form with the sound and/or meaning acquired in the past, and, on the past experience, understand, and interpret its meaning”. Based on the explanation, it can be concluded that reading is individual ability in understanding and finding the message.

“Developing English Competencies” is the textbook used by the tenth grade of SMA Negeri 1 Boyolali. There are many tasks that are useful for improving the reading skill of students. Here, the writer wants to analyze this textbook whether it can improve the student’s knowledge and it is suitable with the curriculum or not.

The problem of this research are 1) What are the types of the reading task that found in the textbook Developing English Competencies? 2) Are the tasks of reading text compatible with the requirements of the 2013 curriculum?

The objectives of this research are 1) To clarify the types of the reading task that found in the textbook “Developing English Competencies”. 2) To describe whether the compatibility of tasks in reading text with the requirements of the 2013 curriculum.

The writer limits the problem of the research on task of the reading text of the textbook Developing English Competencies. She just takes all task of reading texts found in the textbook used by the tenth grade of SMA Negeri 1 Boyolali as the data.

In this chapter, the writer presents the review of related literature and the theories that support the research. She wants to clarify the types of the reading task found in the textbook “Developing English Competencies” and to describe
the compatibility of tasks in reading text with the requirements of the 2013 curriculum. The theories consist of the notion of task, the components of task, type of reading task, and school level-based curriculum.

Previous study is some references used by the researcher to support her study. The first research was done by Agustina (UMS, 2008) entitled *An Analysis of the English Textbook for Vocational High School Based on the 1999 Curriculum*. The aim of the study was to describe the compatibility of the themes and language focus in the syllabus and those in the textbooks with school level-based on the 1999 curriculum. This study presented the compatibility of the themes and language focus in the first textbook “Learning English for SMK” with school level-based on the 1999 curriculum based schema of quality classification as proposed by Suharsimi (1993) is 100%. It means that the textbook is good in theme and language focus. The second textbook presented the compatibility of the themes and language focus of “New Concept English for SMK” where the language focus was good with score 66% and the theme was fair with score 55.54%. It means the textbook was fair in compatibility with school level-based on 1999 curriculum. The third textbook presented the compatibility of the themes and language focus of “Bahasa Inggris” with the theme score 72.73% and the language focus score with 100%. It meant the textbook was compatible. The writer concluded that the three books could be used by the students of the third years of Vocational School although the second and the third textbooks needed to be improved and it must be revised.

The second study was done by Rindlowati (UMS, 2008) entitled *A Descriptive Study on the Task in English Textbook for Second Year of Senior High School in 2006/2007 Academic Year*. The aim of the study was to describe the kinds of the tasks, aspects of task, and the principle of designing task used in English textbook “Look Ahead 2” for the second year students of Senior High School in 2006/2007 academic year. This results study present: 1) the types of task named question and answer, dialogue and role plays, matching activities, communicative strategies, picture and picture stories, puzzles and problem, discussion and decision, 2) the aspects of task were 37 aspects of task, 3) the
principles of designing task in the textbook were classifying task, grading task, and sequencing the task.

The third study was done by Ariyani (UMS, 2006) entitled *An Analysis of English Textbook for the Second Year Student of Junior High School on the Competency-based Curriculum*. This result of the study was the compatibility of the English textbook used for the second year student of Junior High School with the Competency-based Curriculum and communicative exercises. The result of the study presented the appropriateness of developed skills in the textbook with percentage 50.64%. It meant that the book was compatible with the curriculum competencies in developing the skills, while the percentage gained in developing the communicative exercises in 100%.

Those researches above are the studies that describe the analysis of English textbook. There are similarities of this research with other researches above. First, by viewing the first research, it uses the English textbook for Vocational High School as the object and it also studies the compatibility of the English textbook with the school level-based on 1999 curriculum. It’s same with the research which uses the textbook and also comparing the compatibility of the textbook with the school level-based curriculum. Second, by viewing the second research, it also uses the English textbook for second year of Senior High School entitled “*Look Ahead 2*” and it studies the types of task. It’s also same with the research which elaborates the types of task in the textbook. But this research is different with the other researches above because the writer uses the textbook “*Developing English Competencies*” for the object of her research. This textbook has not been used in the previous research.

Based on the reason above, the writer is interested to make the research entitled *An Analysis on Task of Reading Text in the Textbook Entitled Developing English Competencies Used by the Tenth Grade of SMA Negeri 1 Boyolali.*
B. Research Method

The type of this research is descriptive research. The goal of descriptive research is to make the description about the factual phenomena in teaching so it is useful to get the information.

The object of the research is the reading task found in the textbook “Developing English Competencies” published by Pusat Perbukuan Departemen Pendidikan Nasional 2008 used by the first grade of SMA Negeri 1 Boyolali. The data of this study are all task of reading text items found in the textbook “Developing English Competencies” published by Pusat Perbukuan Departemen Pendidikan Nasional 2008 used by the first grade of SMA Negeri 1 Boyolali.

The methods of collecting data are reading the textbook, classifying the task of the reading text item in the textbook, finding out the kinds of the reading task of each item found in the textbook, and coding the data based on the kinds of reading task. The techniques of analyzing data are describing the kinds of type of task of reading text in the textbook, comparing the task of reading text in the textbook with reading skill demanded by the 2013 curriculum, and giving percentage to total of the task of the reading text developed in textbook with the 2013 curriculum.

C. Research Finding and Discussion

The writer divides the research finding into the type of reading task that found in the textbook “Developing English Competencies” and the compatibility the reading task with the requirement of the indicators in the syllabus on the 2013 Curriculum.

a. The Type of Reading Task Found in Developing English Competencies

1) Matching the Heading with the Paragraph

This task helps the student’s understand the main idea of each paragraph. The students must be careful to read each sentence of the paragraph then they decide the main idea of the paragraph. They have to look the time because it is very short. The example of this task based on
the textbook *Developing English Competencies* as below: **UNIT V/ ACT 7 / DEC / P120**

2) True or False

This task helps the students do the test well. It consists of some statement about the text which read by the students. Here they have to analyze whether the statement is true or false. To know that, the students should be careful to check it in the text. The example of this task can be seen as below: **UNIT IV/ ACT 6 / DEC / P94**

3) Multiple Choice

This task asks the students to choose the best answer for answering the question related the text. One question usually has four or five options answer, only one answer that is true. This task category often presents on the semester test or National Examination. The example of multiple choice task category can be seen as below: Table example of multiple choice task type.

4) Open-ended Question

This task practices the students to think their writing for the type of question. They must view the spelling and grammar that has to be perfect in their answer in order to get top marks. Sometimes bad writing can miss the marks in the part of a reading exam. The writer finds some tasks which are included into this type of task. This is one of the example of open-ended question as below: Table 4.3 the Units of Open-Ended Questions.

5) Putting the Paragraph into the Correct Order.

This task asks the students to order the paragraph of a text by looking for the clue. It means the students must arrange eventually and look for the connection between paragraphs. This is the example of putting the paragraph into the correct order task type as below: **UNIT IV/ ACT 5 / DEC / P93**

6) Missing Sentence
Missing sentence is one kind of task types that asks the students for filling the blank part in the sentence. They have to understand each meaning of the word choice so they are able to match the answer with the text that has been read before. This is the example of missing sentence task type as below: **UNIT II/ ACT 9/ DEC / P45**

7) Vocabulary in a Text

The task practices the student’s vocabulary. They have to know the meaning of each word. It is usually synonym, antonym, and looking for the meaning of the words based on the text originally that has been read before. The example can be seen as below: Table 4.4 the Units of Vocabulary in a Text

8) The Writer’s Opinion or the Reader’s Response

The task helps the students to make a view of the text which will be learnt before. They have to answer the question based on their opinion such as agreement/disagreement with the statement. The example of this task can be seen as below: Table 4.5 the writer’s opinion or the reader’s response task type.

b. **Compatibility of the Reading Task in the Textbook with the Requirements of the Indicators in the Syllabus on the 2013 Curriculum.**

Based on the explanation above, the writer makes the conclusion based on the compatibility between the indicators in the textbook with the indicator of the syllabus on the 2013 curriculum. This is the result of the explanation above as follow:
<table>
<thead>
<tr>
<th>Indicator of the syllabus developed on the 2013 curriculum</th>
<th>Indicator based the textbook</th>
<th>Compatible</th>
<th>Non-Compatible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading and responding the recount text</td>
<td>read and answer the following text “My Day”</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>Identify the structure the narrative text</td>
<td>Read the text and study its text structure “The Fortune Teller”</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>Understanding the narrative text.</td>
<td>Read the following story aloud and answer the question “The Legend of the Beuwulf”</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>read and identify the procedure text</td>
<td>Read the following instructions and answer the questions. Pay attention to the structure of the text “How to Operate the Fan”</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>identify the structure of a procedure text</td>
<td>Now read another text and identify the structure of the text.</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Understanding and identify the structure of descriptive texts.</td>
<td>Read the following text. Pay attention to the structure of the text “Gua Tabuhan Is a Lively Unique Cave”</td>
<td>✓</td>
</tr>
<tr>
<td>---</td>
<td>---------------------------------------------------------------</td>
<td>---------------------------------------------------------------------------------</td>
<td>---</td>
</tr>
<tr>
<td>7</td>
<td>Reading and understanding the functional texts like announcement.</td>
<td>Read and study the announcement. Then complete the form that follow based on the announcement</td>
<td>✓</td>
</tr>
<tr>
<td>8</td>
<td>Reading and understanding the descriptive texts.</td>
<td>Read the following text and then answer the questions that follow “Seeing Hawaii in Cruising Style”</td>
<td>✓</td>
</tr>
<tr>
<td>9</td>
<td>Understanding the functional text like advertisement</td>
<td>Read this travel ad and check whether the statements that follow are true or false according to the ad</td>
<td>✓</td>
</tr>
<tr>
<td>10</td>
<td>Reading and understanding the news item text</td>
<td>Read the news and answer the following questions</td>
<td>✓</td>
</tr>
</tbody>
</table>
D. Conclusion

Based on the research finding and discussion of the research, the writer presents conclusion of the research entitled “An Analysis on Task of Reading Text in the Text Book Entitled “Developing English Competencies” Used by the Tenth Grade of SMA Negeri 1 Boyolali”:

1. The types of reading task are the open ended question type is 13 data or 39.39 %, multiple choice type is 3 data or 9.09 %, the vocabulary in a text type is 6 data or 18.18 %, the missing sentence is 2 data or 6.06 %, the writer opinion or reader response is 3 data or 9.09 %, putting the paragraph into the correct order is 2 data or 6.06 %, true/false reading task is 3 data or 9.09%, and matching the heading with the paragraph is 1 data or 3.03%. The open ended question is the most dominant type of all reading tasks that is in the textbook.

2. The compatibility of reading task between the textbook “Developing English Competencies” and the requirement of the syllabus on the 2013 Curriculum is 100% or in very good of quality criteria. It means that the reading task on the textbook can be used to the students in tenth level of Senior High School.
Bibliography


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