

# AN ANALYSIS OF READING MATERIALS IN “INTERLANGUAGE: ENGLISH FOR SENIOR HIGH SCHOOL STUDENTS XI (SCIENCE AND SOCIAL STUDY PROGRAMME)” PUBLISHED BY THE NATIONAL EDUCATION DEPARTMENT AS AN IMPLEMENTATION OF THE 2006 ENGLISH STANDARD COMPETENCE

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## Abstract

This study is conducted to describe the conformity of reading activities with the reading indicators as stated in SKL UN 2012, to describe the relevance of text types in the reading materials to the 2006 English standard competence based on each text type characteristics', and to describe the appropriateness of the linguistic features of reading materials in the textbook with the standard competences in the 2006 English standard competence. This study was designed as a documentary analysis in the form of descriptive qualitative research without any statistical calculation. The result of this analysis showed that all of reading materials are not relevant with the 2006 English standard competence. It does not provide any explanations, examples, and exercises in order to make the students really understand about the texts being learned.

**Keywords:** analysis, reading materials, textbook, the 2006 English standard competence, SKL UN 2012, generic structure, and linguistic feature.

## INTRODUCTION

In learning English, there are four basic skills that should be mastered by everyone, those are listening, speaking, reading, and writing. All of the skills are integrated and cannot be separated from each other. Concord (1973:11) as cited in Nunan (2005:17) says that their relationship is very solid where the strength of each will influence the whole. For example, the strength of reading skill is very important to get much knowledge to support the other skills.

As one of the important skills, reading becomes crucial for students because there are many sources of knowledge which are stated in the form of texts. It is an interactive activity between someone and a text. Debat (2006:8), Nunan (1989:33) and Carter et al (2002:136) say that reading is a process of how people learn and comprehend textual information. It means that in order to get knowledge from a text, someone has to comprehend it by reading.

In teaching and learning process, there are some components that should be considered by the teacher in order to teach well, one of them is teaching material. It is an important component since it can be used commonly as a resource for teachers to teach and the students to learn. Brown (2001:136) says that textbook is the most common material for teaching and learning. This concept goes to teaching a language as well. It is also supported

by Richard (2001:251), who says that the key component of language teaching is teaching material.

Textbook also has many advantages in teaching and learning process. According to Richard (2001:249), the advantages of textbook are (1) providing structure and a syllabus for a program; (2) helping standardized instruction; (3) maintaining quality; (4) providing a variety of learning resources; (5) being efficient; (6) providing effective language models and input; (7) training teachers; and (8) being visually appealing.

On the other hand, Richard (2001:252) describes disadvantages of textbook, those are (1) it may provide inauthentic material; (2) it may not reflect students' needs; (3) it is expensive; (4) it may provide distort content; and (5) it can deskill teacher.

In order to choose a good textbook, there are some considerations that should be taken by the teacher. Nunan (1999) says that criteria of a good textbook should provides materials which are (1) making a link between the classroom and wider world clear, (2) making an independent learning, (3) focussing on the learners in learning process, (3) being readable for the learners, (4) providing the students' needs, (5) being able to be used at more than one level, and (6) providing the pedagogical objectives.

Dealing with teaching materials which are usually in the form of textbook, in 2008 the National Education Department publishes BSE (*Buku Sekolah Elektronik*) English textbooks. One of them is an English textbook

entitled “Interlanguage: English for Senior High School Students XI (Science and Social Study Programme)” which is claimed as a suitable textbook and teaching materials since it is recommended to be used at schools by National Education Department. However, it is not a guarantee that the textbook is relevant to the standard competences of standard competence in the 2006 English standard competence.

In the 2006 English standard competence, there are five kinds of texts that should be taught to students of the eleventh grader, those are report, narrative, analytical exposition, spoof, and hortatory exposition. Besides, there are also some short functional texts, such as banner, poster, pamphlet, etc. Those kinds of materials have to be taught to students in two semesters of the eleventh grader.

Eleventh graders are students of the second year in Senior High School. In most school levels, this grade is the naughtiest period of students in their study. They always do something without any longer considerations. In learning activities, for example, they will get bored quickly when the teacher cannot teach them attractively, give an interesting material, motivate them well, etc. So, the teacher should be creative in choosing materials especially an interesting book for them.

Concerning with reading, there are three previous studies which analyze reading materials of an English textbook. Firstly, Mandasari (2007) analyzed reading materials in “Being Component in English” for the First Year Students of Senior High School Published by Mediatama. Secondly, Kumalasari (2008) analyzed reading materials presented by an English textbook entitled “Linked to the World 2” for the Eleventh Grade Students of Senior High School Published by Yudhistira based on the 2006 English standard competence. Thirdly, Pradana (2010) analyzed reading materials in “English in Focus” for the Eighth Grade of Junior High School as an Implementation of the 2006 English Standard Competence. Three of them found that the reading materials on those textbooks are not in line with the standard competences suggested by the 2006 English standard competence. But, in this study, the researcher used a textbook published by the National Education Department which is claimed in line with the 2006 English standard competence.

Thus, this study was conducted to analyze the reading materials in English textbook for the eleventh graders entitled “Interlanguage: English for Senior High School Students XI (Science and Social Study Programme)” published by the National Education Department. In this study, the researcher wanted to find out whether the reading activities, generic structures and linguistic features of reading materials in the textbook

were in line with the standard competences mentioned in the 2006 English standard competence or not.

Based on the reasons above, the research questions of this study are formulated as follows:

1. How is the conformity of the reading materials with the reading indicators as stated in SKL UN 2012?
2. How is the relevance of text types in the reading materials to the 2006 English standard competence based on each text type characteristics?
3. How is the appropriateness of the linguistic features of reading materials in “Interlanguage: English for Senior High School Students XI (Science and Social Study Programme)” published by the National Education Department with the standard competences in the 2006 English standard competence?

This study is conducted to describe the conformity of reading activities with the reading indicators as stated in SKL UN 2012, to describe the relevance of text types in the reading materials to the 2006 English standard competence based on each text type characteristics, and to describe the appropriateness of the linguistic features of reading materials in the textbook with the standard competences in the 2006 English standard competence.

By conducting this study, the researcher expects that it can be a guidance for English teachers to choose the relevant and appropriate materials for teaching reading based on the 2006 English standard competence. Furthermore, it can also be a guidance for the book’s writer to make an appropriate textbook based on the curriculum.

The scope of this study is analyzing the reading materials of the first and the second semester in the English textbook entitled “Interlanguage : English for Senior High School Students XI (Science and Social Study Programme)” for the eleventh graders published by the National Education Department. There are five kinds of text in this book, those are report, narrative, analytical exposition, spoof, and hortatory exposition. Besides, there are also some short functional texts, such as banner, poster, and pamphlet.

The limitation of this study is focused on three cases, those are the relevance of reading materials, generic structures and linguistic features of the reading materials in the textbook to the standard competences mentioned in the 2006 English standard competence.

## **METODE**

This study is concerned with analyzing the content of a textbook, in this case is the reading materials of an English textbook entitled “Interlanguage : English for Senior High School Students XI (Science and Social Study Programme)” published by the National Education

Department, with the conformity of standard competences in the 2006 English standard competence. According to Johnson and Thristersen (2004:66), in a descriptive qualitative research, the data collected are in the form of words or pictures, documented books, and the other notes rather than numbers. The data would be analyzed descriptively without any statistical calculation. Therefore, this study was designed in descriptive qualitative research because the object of the study was a documented book. Furthermore, it belonged to a documentary analysis since the researcher analyzed the data or texts which were derived from the textbook, then those were described in depth.

The object of this study is an English textbook entitled "Interlanguage: English for Senior High School Students XI (Science and Social Study Programme)" published by the National Education Department. The textbook is designed and created by Joko Priyana et al. The researcher chose this textbook because of two reasons. First, there is no previous research which analyzed the standard competences of the textbook. Second, it is recommended to be used at schools by National Education Department but it is not a guarantee that the textbook is relevant to the 2006 English standard competence.

Materials in the textbook are organized in the form of units in which the four skills are covered in each unit. Those four skills which are classified into productive (i.e. speaking and writing) and receptive (i.e. listening and reading) skills are presented separately. There are seven units in the first semester and eight units in the second semester.

Source of data of this study are taken from an English textbook entitled "Interlanguage : English for Senior High School Students XI (Science and Social Study Programme)" published by the National Education Department. Meanwhile, the data are in the form of reading texts which include reading materials, generic structures, and linguistic features of such texts as report, narrative, analytical exposition, spoof, hortatory exposition, banner, poster, and pamphlet.

Instruments used to analyze the data in this study are checklists and interview. There are three checklists that are applied to answer the research questions. First, the checklist used to analyze the conformity of reading activities with the reading indicators as stated in SKL UN 2012. Second, the checklist used to analyze the relevance of the generic structures of reading materials in the textbook to the standard competences in the 2006 English standard competence. Third, the checklist used to analyze the appropriateness of the linguistic features of reading materials in the textbook with the standard competences in the 2006 English standard competence. Both the second

and the third checklists took standard competences mentioned in the 2004 curriculum as a measuring-rod.

In addition, interview is used to ask some questions to the teacher who used the textbook in teaching learning process. It is used to strengthen the result of this study. The questions in the interview are both pre-determined questions and non-determined questions because the researcher wanted to know the answer in depth. Meanwhile, non-determined questions which are additional questions based on the answer of the resource person would be used in the process of interview in order to get the deepest answer.

The questions in both pre-determined questions and determined questions are used to answer the research questions of this study. There are three questions for each research question. Therefore, nine questions are used in the pre-determined questions.

Technique used to collect the data in this study is observation. This is done through several steps. First, determining the textbook which is going to be analyzed. Second, selecting the reading materials in the textbook. Third, confirming the reading materials which are selected with standard competences in the 2006 English standard competence. At last, interviewing an English teacher who used the textbook.

In this study, the data are derived from an English textbook entitled "Interlanguage: English for Senior High School Students XI (Science and Social Study Programme)" published by the National Education Department. In order to get the correct results and descriptions of the data in line with the formulated problems, the researcher applied several steps in analyzing the data. First, selecting the reading materials to be analyzed from the textbook. Second, analyzing and confirming the reading materials in the textbook with those being stated in the reading indicators as stated in SKL UN 2012. Third, analyzing the relevance of generic structures of reading materials in the textbook to the standard competences in the 2006 English standard competence. Fourth, analyzing the appropriateness of linguistic features of reading materials in the textbook with the standard competences in the 2006 English standard competence. Fifth, writing the answer of an English teacher who used the textbook through an interview. Finally, describing the results of analysis and making conclusion.

## **RESULT AND DISCUSSION**

### **Result**

In this part, there will be presented results of the conformity of reading materials with reading indicators as stated in SKL UN 2012, the relevance of generic structures in the reading materials to 2006 English

standard competence, the appropriateness of linguistic features in the reading materials with 2006 English standard competence, and an interview with the book user.

### **The Conformity of Reading Materials with Reading Indicators as Stated in SKL UN 2012**

There are four basic competences which are suggested in 2006 English standard competence which are divided into two semesters. For the first semester, there are two basic competences. The first is *merespon makna dalam teks fungsional pendek (misalnya banner, poster, pamphlet, dll.) formal dan informal yang menggunakan ragam bahasa tulis secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari* (responding the meaning of short functional texts (i.e. banner, poster, pamphlet, etc) formal and informal which use many kinds of texts accurately, fluently and acceptably in the context of daily life). The second is *merespon makna dan langkah retorika dalam esei yang menggunakan ragam bahasa tulis secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan dalam teks berbentuk: report, narrative, dan analytical exposition* (responding the meaning and generic structure in essays which use many kinds of texts accurately, fluently and acceptably in the context of daily life to obtain knowledge from textual sources in the form of report, narrative, and analytical exposition).

For the second semester, there are also two basic competences. The first is *merespon makna dalam teks fungsional pendek (misalnya banner, poster, pamphlet, dll.) formal dan informal yang menggunakan ragam bahasa tulis secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan* (responding the meaning of short functional texts (i.e. banner, poster, pamphlet, etc) which use many kinds of texts accurately, fluently and acceptably in the context of daily life to obtain knowledge). The second is *merespon makna dan langkah retorika dalam esei yang menggunakan ragam bahasa tulis secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan dalam teks berbentuk narrative, spoof, dan hortatory exposition* (responding the meaning and generic structure in essays which use many kinds of texts accurately, fluently and acceptably in the context of daily life and to obtain knowledge in textual sources in the form of narrative, spoof, and hortatory exposition).

In order to get the deepest answer, the researcher used reading indicators of English mentioned in SKL of National Examination 2012 for Senior High School. The reading indicators in the SKL are created from the basic

competences mentioned in 2006 English standard competence.

There are nine indicators stated in the SKL. But, in this study, the researcher used the indicators based on the characteristics of the texts, such as, (1) finding ideational meaning, interpreting the main idea of each paragraph, finding detail information, interpreting topic, interpreting communicative purpose, and interpreting referral words of text in the form of report, (2) interpreting topic, interpreting the main idea of each paragraph, finding detail information, interpreting ideational meaning, interpreting interpersonal meaning, interpreting moral value of the text, interpreting the referral words, and finding difficult words of the text in the form of narrative, (3) finding ideational meaning, interpreting the main idea of each paragraph, finding detail information, interpreting topic, interpreting communicative purpose, and interpreting referral words of text in the form of analytical exposition, (4) interpreting topic, interpreting the main idea of each paragraph, finding detail information, interpreting ideational meaning, interpreting interpersonal meaning, interpreting moral value, interpreting referral words, and finding difficult words of the text in the form of spoof, and (5) finding ideational meaning, interpreting the main idea of each paragraph, finding detail information, interpreting topic, interpreting communicative purpose, and interpreting referral words of text in the form of hortatory exposition, and (6) finding general information, interpreting ideational meaning, finding detail information, and interpreting the referral words of the text in the form of short functional texts.

This is an example of the first checklist used in the study to find out the conformity of reading materials with reading indicators as stated in SKL UN 2012. Besides, there are also some checklists used to find out the conformity of narrative, analytical exposition, spoof and hortatory exposition.

Genre	Basic Competence	Reading Indicators Stated In SKL UN 2012	Reading Materials in the Textbook	Relevant	Irrelevant
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<b>Report</b>	1.2 Responding the meaning and generic structure in essays which use many kinds of texts accurately, fluently and acceptably in the context of daily life to obtain knowledge from textual sources in the form of report, narrative, and analytical exposition.	1. Finding general information of the text	1. Answering questions based on the text - <i>What is Thanksgiving Day?</i> (page 14)	√	√
		2. Interpreting the purpose of the text	2. Studying the following explanation - <i>Explanation about report text</i> (page 15)	√	
		3. Interpreting ideational meaning of the text	3. Answering questions based on the text - <i>Where is it celebrated?</i> (page 14)	√	
		4. Finding the main idea of each paragraph of the text	4. Studying the following explanation - <i>Explanation about report text</i> (page 32)	√	
		5. Interpreting the referral words of the text	5. –	√	
		6. Finding detail information of the text	6. Answering questions based on the text - <i>How is it celebrated?</i> (page 14)	√	

Some of reading indicators stated in the SKL UN 2012 have found in the reading materials in form of questions based on the text. But, there are some indicators which are not provided in the reading materials. There are also some reading materials which are irrelevant with the reading indicators stated in the SKL UN 2012.

### The Relevance of Text Types in the Reading Materials to the 2006 English Standard Competence Based on Each Text Type Characteristics

“Interlanguage: English for Senior High School Students XI (Science and Social Study Programme)” is an English textbook published by the National Educational Department and labeled in line with 2006 English standard competence. It consists of ten units which provide all of genres, such as, report, narrative, analytical exposition, spoof, and hortatory exposition. Besides, there are also some short functional texts, such as, banner, poster, and pamphlet.

In analyzing the generic structures and the linguistic features of reading materials in this textbook, the researcher selected some texts for each genre from the textbook and then compared those materials with the generic structure and linguistic features mentioned in the curriculum.

This is an example of the second checklist used in order to find out the relevance of text types in the reading materials to the 2006 English standard competence based on each text type characteristics.

Unit	Report Text	Generic Structure		Relevant	Irrelevant
		General information	Bundles of more specific information		
I	Gawai Dayak	√	√	√	–
I	Thanksgiving Day	√	√	√	–
II	Sydney The Metropolitan City	√	√	√	–

### The Appropriateness of Linguistic Features in the Reading Materials to the 2006 English Standard Competence

Besides the generic structure, linguistic features are an important part of the reading text. In analyzing the linguistic features, the researcher selected some texts for each genre in the textbook and then compared them to the linguistic features mentioned in the curriculum. In this study, the researcher did not discuss about linguistic features for the short functional texts. In this sub topic, the researcher just made checklists about the appropriateness of the linguistic features of the reading materials in the textbook to the 2006 English standard competence.

This is an example of the third checklist used in order to find out the appropriateness of linguistic features in the reading materials to the 2006 English standard competence.

Unit	Report Text	Linguistic features					Relevant	Irrelevant
		1	2	3	4	5		
I	Gawai Dayak	√	√	√	√	√	√	–
II	Thanksgiving Day	√	–	√	√	√	–	√
II	Sydney The Metropolitan City	√	–	√	√	√	–	√

Note:

- 1 = general noun
- 2 = action verb
- 3 = relating verb
- 4 = present tense
- 5 = technical term

### Result of an Interview with the Book User

In order to get the deepest answer for this study, the researcher had done an interview with an English teacher who has ever used this textbook to teach her students. She

is Ms. Julia Fatma, English teacher of the eleventh graders in SMAN 19 Surabaya. The interview was conducted on Monday July, 30<sup>th</sup> 2012 in Teacher's Room of the school. It was done by using pre-determined questions and also non determined questions.

## Discussion

In this part, there will be presented discussions about the conformity of reading materials with reading indicators as stated in SKL UN 2012, the relevance of generic structure in the reading materials to the 2006 English standard competence, the appropriateness of linguistic feature in the reading materials to 2006 English standard competence, and the result of interview.

### The Conformity of Reading Materials with Reading Indicators as Stated in SKL UN 2012

First, for essays, in unit I and II of this book, the reading materials are in the form of report text which is not relevant to SKL UN 2012. There are some indicators which are not provided in this book such as *interpreting the purpose of the text*, *finding the main idea of each paragraph of the text*, and *interpreting the referral words of the text*. Then, in unit V and VI, the reading materials are in the form of narrative text which is not relevant to SKL UN 2012. There are some indicators which are not provided in this book such as *finding the main idea of each paragraph of the text* and *interpreting the referral words of the text*.

Next, in unit III and IV, the reading materials are in the form of analytical exposition which is not relevant to SKL UN 2012. There are some indicators which are not provided in this book such as *interpreting the purpose of the text*, *finding the main idea of each paragraph of the text*, and *interpreting the referral words of the text*. After that, in unit IX and X, the reading materials are in the form of spoof which is not relevant to SKL UN 2012. There are some indicators which are not provided in this book such as *finding the main idea of each paragraph of the text*, and *finding difficult words of the text*.

At last, in unit VII and VIII, the reading materials are in the form of hortatory exposition which is not relevant to SKL UN 2012. There are some indicators which are not provided in this book such as *interpreting the purpose of the text*, *finding the main idea of each paragraph of the text*, and *interpreting referral words of the text*.

There are few materials of short functional text in this textbook such as banner, poster and pamphlet. All of those materials are not relevant with the SKL UN 2012. There is an indicator which is not provided in this book, which is *interpreting referral words of the text*. Besides, all of indicators are mentioned in the form of questions

without any explanation and exercise about how to make the short functional texts.

After analyzing the result of the conformity of reading materials with reading indicators as stated in SKL UN 2012, the researcher found that there are some indicators which are not provided in almost all of reading materials in the textbook. There are also some exercises which are not relevant with the reading indicators, such as *studying the following note*, *studying the following explanation*, *studying the following words*, etc. The textbook provides less of short functional texts and it is not good since there are several numbers of questions in National Examination about it.

### The Relevance of Text Types in the Reading Materials to the 2006 English Standard Competence Based on Each Text Type Characteristics

First, for essays, the result showed that all of report texts in the textbook are relevant with 2006 English standard competence. The generic structure of report text is general information and bundles of more specific information.

Then, the result showed that all of narrative texts in the textbook are relevant with 2006 English standard competence. The generic structure of narrative text is orientation, complication, resolution, and re-orientation (optional). Next, the result showed that all of analytical exposition texts in the textbook are relevant with 2006 English standard competence. The generic structure of analytical exposition text is opinion, reasons, and sometimes reiteration.

After that, the result showed that all of spoof texts in the textbook are relevant with 2006 English standard competence. The generic structure of spoof text is orientation, series of events, and twist. At last, the result showed that all of hortatory exposition texts in the textbook are relevant with 2006 English standard competence. The generic structure of hortatory exposition text is general statement, arguments, and suggestion. Since there are no generic structures for short functional texts mentioned in 2006 English standard competence, in this case the researcher would not discuss about it.

After seeing the result of the conformity of generic structure to 2006 English standard competence, the researcher found that all of texts provided in the textbook are relevant to the curriculum. Unfortunately, they are lack of explanation, examples, and exercise for the students. So, English teachers who use this textbook should give explanation and provide example to their students in order to avoid misunderstanding.

## **The Appropriateness of Linguistic Feature in the Reading Materials to 2006 English Standard Competence**

After analyzing linguistic features of the texts above, the researcher found that almost all of the texts provided in the textbook are relevant to 2006 English standard competence. But, there are less explanations, exercises and examples about linguistic feature in the textbook.

The linguistic feature provided in the textbook is appropriate enough even though there are some linguistic features which are not provided in some texts. There are also less of explanations, examples, and exercises found in the textbook.

### **The Result of Interview**

The researcher found the same thing as source person who is an English teacher at SMAN 19 Surabaya. There are no problems with the generic structure and linguistic features of every text in the textbook. However, it provides few explanations, examples, and exercises for the students.

## **CONCLUSION AND SUGGESTION**

### **Conclusion**

After analyzing all of texts in the textbook entitled "Interlanguage: English for Senior High School Students XI (Science and Social Study Programme) published by the National Education Department, it can be concluded that all of reading materials provided are not in line with the 2006 English standard competence. There are also some indicators of SKL UN 2012 which are not provided in the textbook. It does not provide any exercises in order to make the students really understand about the texts being learned. The textbook also provides few materials of short functional texts and few exercises about it.

Then for the generic structure of all texts in the textbook is relevant to the 2006 English standard competence. But, they are lack of explanation, example, and exercise for the students. For example, there are no explanation and example of generic structure of the narrative texts presented in the textbook.

At last, there are some texts which have incomplete linguistic features. But, most of the texts in the textbook use the appropriate linguistic features. The textbook also has few explanation, example, and exercise for the students. For instance, in narrative text there are no explanation about past tense found in the textbook.

### **Suggestion**

The researcher wants to give some suggestions to the textbook writers, since there are some weaknesses found in "Interlanguage: English for Senior High School

Students XI (Science and Social Study Programme). First, the writers should consider the relevance of materials to the curriculum. Besides, they should give more explanations for every material presented in the textbook in order to make it easier to be learned by the students. Giving more examples and more exercises based on the curriculum is better to make the textbook more acceptable. In addition, providing relevant linguistic features should be done. This is very important for the students since textbook is the main source for their learning process.

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