READING PASSAGE IN ENGLISH TEXTBOOK FOR SMP
ISSUED BY DEPARTMENT OF EDUCATION & CULTURE SAMARINDA

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Abstract
This study aimed to describe characteristics of reading passages in the English textbook for SMP in Samarinda published by CV Nadia Sarana Utama. The study used content analysis as the design. The data of this study were 11 reading passages in the English textbook. The reading passages were evaluated based on topic, organization, grammatical features, cohesion and cohesive devices of the text, and vocabulary choices. The study revealed that the topics of the reading text were not clear. Of 11 passages available, 3 do not have topic, 2 do not state relevant topic, and 6 has relevant topic. Cohesion and cohesive of the texts were achieved by reference and the conjunction (text 1 to text 11), substitution (texts 4, 6, and 10) and lexical cohesion (texts 4, 7, and 10). Grammatical features of the 11 texts are simple and compound sentence. Vocabulary texts are everyday language.

Keywords: text book, content analysis, passages, reading texts.

1. INTRODUCTION

The features of text have a large effect on comprehension. Texts can be difficult or easy, depending on factors inherent in the text, on the relationship between the text and the knowledge and abilities of the reader, and on the activities in which the reader is engaged. In terms of content, the vocabulary load of the text and its linguistic structures, discourse style, and genre also interact with the reader's knowledge. Furthermore, the content matter of a text should be relevant to students in connection to their life experiences, expressed needs, or to the learning goals and objectives of the program. In including written text to a teaching program such as reading text in a textbook, a writer can decide to have the authentic text that would be linguistically 'difficult' for the students or simplify it so that it is linguistically 'easier' to students.

In terms of cultural knowledge, Steffensen et al in Alderson (2000:46) explored differences in cultural knowledge between Indians from subcontinents and North Americans, by having both groups read an account of weddings, one in a cultural setting familiar to them, and

one in unfamiliar setting. The result of this experiment showed that subjects were able to recall more, and more accurately, from the familiar setting than the unfamiliar one.

By all those facts above, teachers should be able to choose reading material that is suitable for the students. As teachers mostly use a ready reading text in a textbook, it is necessary to see the language of the text in coordination with its appropriateness to students' age, reading ability and experiential background.

In this article, the writer is interested in exploring the reading text because it could influence the reading comprehension of the student. The researcher analyzed the characteristics of reading passages in English textbook for the seventh grade SMP/MTs. published by CV Nadia Sarana Utama as it is the first Kaltim's English book has met the requirements of the Ministry of National Education to be used at secondary schools in East Kalimantan and is recommended to be used formally in SLTP in Samarinda. In accordance with the background described above, the general problem statement of this study is: "How are characteristics of reading passages in English textbook for the seventh grade SMP/MTs. published by CV Nadia Sarana Utama."

2. METHODS

This study is qualitative in nature, describing data in the forms of words and sentences. Specifically, this study used content analysis for the design. Qualitative approach was relevant for this study because the researcher used inferences to find meaning of an object of analysis. In addition, content analysis was relevant because this study focused on the analysis of a textbook. This study, therefore, focused on the content of the textbook in terms of its reading passages. Eleven reading passages were evaluated and focused. The researcher used Reading Model Analysis by Hood, Solomon, and Burns (1996) to collect the data. The data were collected from the all eleven reading passages focusing on the characteristics that included topic, organization, coherence and cohesive devices, grammatical features, and vocabulary choices. Data were analyzed using Flow Diagram from Miles and Huberman (1994) as analysis for the qualitative research emphasized on finding meaning. In the analysis procedures, the researcher implemented data reduction, data display, and verification and conclusion drawing ((Bogdan and Biklen, 1998).

The focus of this study included characteristics of reading passages in the English textbook for SLTP published by CV Nadia Sarana Utama. The book was recommended to be used in the all SLTP in Samarinda. The reading passages were evaluated using Reading Model Analysis by Hood, Solomon, and Burns (1996).

The data of this study are the characteristics of reading passages in the English textbook. There are 11 passages in the textbook. The data consisted of topic of the passages, organization, grammatical features, cohesion and cohesive devices of the text, and vocabulary choices. Eleven reading passages were used for units of analysis. The tittles or topics of the passages were: Sahrunsyah's house, Daily Activities in My Family, A Secretary,, Rumah Lamin, Mousedeer and Tiger, Harry Potter, The Clown Who Lost His Laugh, Announcement, Ahmad's and Winda's Uniform, A New Department Store, and My Hairdressing Shop.

The data were obtained from SMP English textbook published by CV Nadia Sarana. The book was published by local publisher in Balikpapan and Provincial Office of Department of National Education of East Kalimantan in Samarinda recommended to use the book. The book, therefore, was used as an English Text for SLTP students in East Kalimantan. The book consisted of 8 chapters. In each chapter, reading passage was available for the focus of learning. The book was designed for use of two semesters in the seventh grade of SLTP.

3. FINDINGS
3.1 Topic of Texts

The topic included 11 topics. The topics were identified from the presence of a title of every passage. As a result, topics of the reading text are not clear although the theme of each passage is specified in the table of contents of the book. Of 11 passages available, 3 do not have topic, 2 do not state relevant topic, and 6 has relevant topic. The passage that does not have a title and those that do not have clear title is categorized as not relevant passage. In addition, the passages that have title are considered relevant text. The text that has title and the topic is described in the first paragraph of the text is considered relevant. The irrelevant topic in the text is identified through two categories: the passage does not have a title, or the passage has a title but the first paragraph of the passage does not directly support the topic in the title (Oshima and Huge, 1991; Budiharso, 2001; 2005). Table 1 shows the proportion of topic and the texts.

Table 1 Identification of Topic in the Passage

No	Topic Features	Frequency	Percentage	Criteria
1	No topic	3	27.3	Not relevant passage
2	Unclear	2	18.2	Not relevant passage
3	Specific topic	6	54.5	Relevant passage
		11	100	

The table shows the result of analysis using modified model of reading. The data show that of 11 topics in the reading passage there are 27.3% or 3 topics that are not relevant as there are no title on the passage. Next, there are also 18.2% or 2 topics that are not relevant as the passage has a title but the first paragraph of the passage does not directly support the topic in the title. Then, there are 54.5% or 6 passages are relevant as the texts have title and the topic is described in the first paragraph of the text To elaborate the description of the topic, data on Table 2 is presented.

Table 2 Description of Topic of the Text

NO	TOPICS	NOTES ON THE TOPICS
1	Sahrunsyah's House	A descriptive text written by Sahrunsyah about rooms in his house, especially his bedroom
2	Daily Activities in My Family	A narrative text written by someone using personal pronoun I to inform about daily activities in his or her house
3	A Secretary	A narrative text written by someone about Anggi's job as a secretary
4	Rumah Lamin	A descriptive text written to describe a typical traditional house of the Dayak People from East Kalimantan
5	Mousedeer and Tiger	A narrative text written for children to tell a story about a mousedeer that fools the tiger
6	-	A narrative text written by a novelist for youngsters who likes fiction about a young wizard named Harry Potter
7	The Clown Who Lost His Laugh	A narrative text written for children about a clown who thinks that he is not funny anymore
8	Announcement	A descriptive text written by the students organization (OSIS) for students of SLTP 2 Balikpapan
9	Ahmad's and Winda's Uniform	A descriptive text written to describe about what Ahmad and Rinda are wearing
10	-	A descriptive text written by someone used personal pronoun I to inform about a new department store in his or her town
11	-	A descriptive text written by someone used personal pronoun I to inform about his or her hairdressing shop

3.2 Organization of the Texts

The organization of the text is identified in paragraph level and sentence level. The paragraph level examined how topic sentence in one paragraph was developed in the developing sentences. The organization of ideas in each sentence was analyzed complimentary to identification of the topic. In the sentence level, the development of ideas was examined its directness explanation to the topic. Findings of the organization of the texts can be seen in table 3 below:

Table 3 Description of the organization of the texts

NO	TEXTS TITTLE	NOTES ON THE TEXTS
1	Sahrunsyah's House	• The text started with the title "Sahrunsyah's House" as the topic. • In the first paragraph the text introducing the writer "My name is Sahrunsyah. I live in a small house on jalan Piere Tandean." and then describing rooms of his house. The function of this stage is to develop the topic "Sahrunsyah's House." • The second paragraph started with the sentence "My bedroom is not big" to develop "My house has six rooms" in the first paragraph.
2	Daily Activities in My Family	• The text started with the title "Daily Activities in My Family" as the topic. • The text begins by describing the mother activities in the morning • The second paragraph refers to the children including the writer's activities • The end of the stage gives information about the father's way to work.
3	A Secretary	• The text started with the title "A Secretary" as the topic

		• The beginning stage of the text introducing Anggi and her qualifications as a secretary. The sentence "Anggi is a secretary" is intended to develop the topic "A Secretary" • The second paragraph tells about where she works, her working schedule and her feeling about her job as developing idea for the first paragraph
4	Rumah Lamin	• The text started with the title "Rumah Lamin" as the topic • The beginning stage of the text explains about what Rumah Lamin is • The second paragraph introduce the parts of Rumah Lamin starting with the centre part • The third paragraph is about the front part and the left and the right parts
5	Mousedeer and Tiger	• The text started with the title "Mousedeer and Tiger" as the topic • The first paragraph narrates a time when tiger saw mousedeer playing in the forest to develop the topic "Mousedeer and Tiger." • The next paragraph narrates the order of events happened between the mousedeer and the tiger • Functions of the paragraphs in the passage are to develop the topic "Mousedeer and Tiger."

6	-	• There is no topic in this paragraph as no title provided. • First paragraph started with the sentence "Harry Potter was an orphan" indicated that the topic of this passage is "Harry Potter." • Second paragraph tells about the day when Harry Potter started anew live in Hogwarts
7	The Clown Who Lost His Laugh	• The text started with the title "The Clown Who Lost His Laugh" as the topic • The first paragraph narrating the time when the clown feel sad because he had lost his laugh • In the second paragraph, besides developing the sentence "so he went into the woods", there are some missing verbs need to be filled by the reader in form of past participle. • The third paragraph is the sequence of the story in the previous paragraph and so do the next two paragraphs
8	Announcement	• The text started with the title "Announcement" as the topic • The first paragraph develop the topic with the sentence "we are going to spend this weekend in Tanah Merah Beach" followed by the organization held the activity. • The passage is end with word "thank you"
9	Ahmad's and Winda's Uniform	• The text started with the title "Ahmad's and Winda's Uniform"

		as the topic • The first paragraph supported the title by introducing Ahmad and winda in their uniform through the sentence "This is a picture of Ahmad and Winda." • Second paragraphs explains Ahmad's uniform while third paragraph explains Winda's uniform • The last paragraph is the new topic about what they are doing now with the sentence "Now they are going to school'"
10	-	• There is no topic in this paragraph as no title provided. • First paragraph started with the sentence "There is a new department store in our town" indicated that the topic of this passage is "A New Department Store." • Second paragraph is intended to develop the first paragraph by introducing the goods it sells. • The last paragraph develop the previous paragraph by telling the advantages if the costumer going shopping in that store.
11	-	• There is no topic in this paragraph as no title provided. • There is only one paragraph in the passage. The paragraph started with the sentence "I am a hairdresser. I call my hairdressing shop, 'Hair and Beauty'." It indicated that the topic of this passage is "My Hairdressing

		Shop."

3.3 Cohesive and Cohesion of the Texts

The cohesive and cohesion of the 11 texts in this study were identified through the presence and relevancy of the uses of reference, substitution, ellipsis, lexical, and conjunction of every sentence in the text. Of 11 passages in the textbook, there are 2 passages achieved their cohesion and cohesion through the presence and relevancy of the use of reference, conjunction, lexical cohesion and substitution. Then there is 1 passage achieved their cohesion and cohesion through reference, conjunction, and lexical cohesion and the other 1 through reference, conjunction and substitution. Next there are 5 passages achieved their cohesion and cohesion through reference and conjunction. Finally there are 2 passages achieved their cohesion and cohesion through conjunction. Findings of the cohesion and cohesive achieved by the texts can be seen in table 4 below:

Table 4 Description of the cohesion and cohesive of the texts

NO	TEXTS TITTLE	NOTES ON THE TEXTS
1	Sahrunsyah's House	Cohesion is achieved through the use of: • Conjunctions (eg and, also)
2	Daily Activities in My Family	Cohesion is achieved through the use of: • Conjunctions (eg and, and then, after that, then, but, because, after) • Reference (eg she, us, we, our, I, it, my,he)
3	A Secretary	Cohesion is achieved through the use of: • Conjunctions (eg also, however) • Reference (eg she, it, her)
4	Rumah Lamin	Cohesion is achieved through the use of: • Conjunctions (eg of the, from, that, of course) • Reference (eg they, it)

		• Subtitution (eg Lamin Adet, here) • Lexical cohesion (eg Lamin House, long, Lamin Adet, Serambi, Lamin Sakai)
5	Mousedeer and Tiger	Cohesion is achieved through the use of: • Conjunctions (eg with, what, of, but, because, but, so that) • Reference (eg his, you, me, I, it, he, him, your)
6	-	Cohesion is achieved through the use of: • Conjunctions (eg and, with, but, that, because, most of all) • Reference (eg he, his, it, they, them) • Subtitution (eg Hogwarts, there)
7	The Clown Who Lost His Laugh	Cohesion is achieved through the use of: • Conjunctions (eg once upon a time, because, so, with, and, through) • Reference (eg he, his, you, my, our, she, your, her, I,) • Lexical cohesion (eg three bears, very angry, very hairy, very grizzly bear)
8	Announcement	Cohesion is achieved through the use of: • Reference (eg we, us, you, your, it)
9	Ahmad's and Winda's Uniform	Cohesion is achieved through the use of: • Conjunctions (eg of, so, and, now) • Reference (eg they, it, their, his, she, her, they, their)

10	-	Cohesion is achieved through the use of: • Conjunctions (eg even, or, and, although, when) • Reference (eg it, I, you, your, our) • Lexical cohesion (eg department store, this big store, a very big store) • Substitution (eg department store, there)
11	-	Cohesion is achieved through the use of: • Conjunctions (eg and then,) • Reference (eg I, my, we, they, me, their,)

3.5 Grammatical Features of the Texts

Grammatical features determined awkward sentences or ungrammatical sentences. The identification included sentence complexity, agreement, plurality, tenses, and word orders. After looking at the grammatical features in the 11 texts, it can be seen that mostly the texts use simple and compound sentence and in the form of simple present tense. The presence of agreement and plurality in the sentences of the texts don't show grammatical errors. There is only one error in plurality in text 1 and one error in subject verb agreement in text 6. Findings of the grammatical features in the texts can be seen in table 5 below:

Table 5 Description of the grammatical features of the texts

NO	TEXTS TITTLE	NOTES ON THE TEXTS
1	Sahrunsyah's House	• The text uses simple and compound sentences eg "My name is Sahrunsyah.", "I live in a small house on Jalan Piere Tandean." • Agreement (eg my name is, my house has, the ceiling and floor are, the doors and the window's are, my bedroom is, it has)

		• Plurality (eg six rooms, a guest-room etc, two *bedroom*, some posters) • The text has examples of simple present tense (eg I live in a small house on Jalan Piere Tandean, my bedroom *is* not big)
2	Daily Activities in My Family	• The text uses simple, compound, and complex sentences eg "He works in the hospital.", "Then we say goodbye to our parents and leave for school.", "After that we get dressed and rush to the dining room for breakfast." • Agreement (eg my mother always gets up, she also wakes us up, she prepares, Aji, Dewi and I take a bath, we get dressed and rush to, we say goodbye, I go to school, it is far, Aji and Dewi just walk, my father goes, heleaves, he works) • The text has examples of simple present tense by introducing third person singular (eg, My mother always gets up very early in the morning)
3	A Secretary	• The text uses simple sentences (eg Anggi is a secretary) • Agreement (eg Anggi is, Anggi works, it is, she works, she is, Anggi likes, her boss is) • The text has examples of present tense and one sentence in the form of past tense (eg Anggi works in a private company in Tenggarong, She graduated from a secretary college in Balikpapan) • There is one modal verb (can) in

		the first paragraph and there is one modal verb (must) in the last
4	Rumah Lamin	• The text uses simple, and compound sentences. (eg they live together, the front part, called serambi, is for social activities) • Agreement (eg lamin house is, a lamin house consists) • Plurality (eg common people in the group live) • The text has examples of present tense and passive form (eg lamin sakai is a very long building, meetings and social gatherings are held here, it is called lamin Adet)
5	Mousedeer and Tiger	• The text uses compound, and compound complex sentences (eg Tiger wanted to know what mousedeer really did, one day Tiger saw Mousedeer playing a stick with his front legs in the forest) • Agreement (eg I don't know, I'm very sorry) • Plurality (eg it is a beehive) • The text has examples of present tense, present progressive, future and past tense (Well, because I help him guard his holy drum, What are you doing, Mousedeer?", Oh, no Tiger, Nabi Suleiman will be very angry with me, Suddenly thousands of bees flew out their home and stung Tiger) • Question word (what,where) and yes no question with modal verb (may) are used • Question tag is also used (Sulaiman is very rich, isn't he?)

6	-	- The text uses simple and compound sentences (eg Harry Potter was an orphan, Harry left his house and started a new life in Hogwarts) - Agreement (eg Harry Potter was, Harry *learn*) - Plurality (eg Harry Potter was an orphan, Harry had a scar on his forehead) - The text has examples of past tense (he was small, thin, and with glasses, He spent year after year study in Hogwarts)
7	The Clown Who Lost His Laugh	- The text mostly compound and compound complex sentences (eg the clown was sad because he had lost his laugh, the girl with golden hair was walking through the woods on her way to her grandmother's house) - Agreement (eg the clown was) - Plurality (eg three bears) - The text has examples of present, past, past perfect with modal verb (might) and past progressive tense (eg Do you know where my lough is?, once upon a time there was a clown, the girl might have stolen your laugh, the girl with golden hair was walking through the woods on her way to her grandmother's house)
8	Announcement	The text uses simple and compound sentences (eg it costs only twenty thousands rupiahs, If you are interested, please register your name to secretary of OSIS of SLTP 2 Balikpapan)

		• Agreement (eg it costs) • The text has examples of future tense and passive voice (eg we are going to spend this weekend in Tanah Merah Beach, If you are interested, please register your name to secretary of OSIS of SLTP 2 Balikpapan)
9	Ahmad's and Winda's Uniform	• The text mostly uses simple and compound sentences (eg this is a picture of Ahmad and Winda, It's their first day at school, so they are wearing their uniform and bag) • Agreement (eg Ahmad is wearing, so they go to school on foot) • The text has examples of present tense and present progressive (eg They are first year students of SMP 1 Tenggarong, now they are going to school)
10	-	• The text mostly uses simple and compound sentences (eg it is really a very big store for our town) • ellipsis (eg A sell, milk, eggs, biscuits, tea, sugar, and coffee, your clothes and shoes, and many other things you need) • The text has examples of present tense (eg it is at the end of main road) • Modal verb (can) is used in some sentences in the second and third paragraph
11	-	• The text mostly uses simple and compound sentences (eg I am a hairdresser, I wash their hair and then I cut it into a style) • Agreement (eg my costumers' hair look beautiful)

		- Plurality (eg my costumers are) - The text has examples of present tense (eg they come to me to have anew hair style)

3.6 Vocabulary Choices in the Texts

The vocabulary choices referred to the appropriateness of the words to represent actual meaning. The words were indicated by technical words, everyday term-words, content words, e.g. noun, verb, adjective, and adverb.

The vocabulary choices of the 11 passages seem to have everyday term-words with the use of noun and verb then followed by adjective and adverb.   Findings of the vocabulary choices in the texts can be seen in table 6 below:

Table 6 Description of the vocabulary choices of the texts

No	TEXTS TITTLE	NOTES ON THE TEXTS
1	Sahrunsyah's House	- There are a lot of content words in this short text like the use of noun and auxiliary verb (has) - Everyday terms are used throughout the text
2	Daily Activities in My Family	- There are a lot of content words in this short text like the use of verb and auxiliary verb (have) - Everyday terms are used throughout the text
3	A Secretary	- There are some content words found in this text like the use of verb, modal verb (can, must), and adverb - Everyday terms are used throughout the text
4	Rumah Lamin	- There are some content words found in this text like the use of noun, and adverb - Everyday terms are used throughout the text
5	Mousedeer and Tiger	There are some content words found in this text like the use of

		verb, adjective, and noun • Everyday terms are used throughout the text
6	-	• There are some content words found in this text like the use of verb, adjective, noun and auxiliary verb (had) • Everyday terms are used throughout the text
7	The Clown Who Lost His Laugh	• There are some content words found in this text like the use of verb, adjective, noun and modal verb (might) • Everyday terms are used throughout the text
8	Announcement	• There is only verb as the content word in this very short text • Everyday terms are used throughout the text
9	Ahmad's and Winda's Uniform	• There are some content words found in this text like the use of verb, adverb, and noun • Everyday terms are used throughout the text
10	-	• There are some content words found in this text like the use of verb, modal verb (can) and noun • Everyday terms are used throughout the text
11	-	• There is only verb as the content word in this very short text • Everyday terms are used throughout the text

4. CONCLUSION

After doing the analysis on the reading text in the seventh year of SLTP/MTs. English textbook published by CV Nadia Sarana Utama, the researcher found the characteristics of the texts:

1) The topics of the reading text are not clear although the theme of each passage is specified in the table of contents of the book. Of 11 passages available, 3 do not have topic, 2 do not state relevant topic, and 6 has relevant topic.
2) The overall organization of the texts consist of the topic in the presence or absence of the title, the first paragraph that develop the topic and the next paragraph to develop the previous paragraph
3) The cohesion and cohesive achieved by the texts are mostly by reference and the conjunction (text 1 to text 11), then followed by substitution (texts 4, 6, and 10) and lexical cohesion (texts 4, 7, and 10)
4) The grammatical features of the 11 texts are dominated by simple and compound sentence and the use of simple present tense.
5) All vocabulary used in the texts are everyday language vocabulary with the content words like verb, auxiliary verb, modal verb, noun, adverb, and adjective.

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