

CHAPTER IV

RESULT AND ANALYSIS

This chapter presents the analysis and result of it, which consist of two sections. The first section is the analysis of reading exercise in “ Developing English Competencies 1 “, an English course for Senior High School students grade X published by Pusat Perbukuan Department Pendidikan Nasional. The second is the result of the reading exercises analysis in “ Developing English Competencies 1 “, an English course for Senior High School students grade X published by Pusat Perbukuan Department Pendidikan Nasional to the some aspects criteria of reading exercise.

A. The Description of Reading Exercises in “ Developing English Competencies 1 “, an English course for Senior High School students grade X published by Pusat Perbukuan Department Pendidikan Nasional in term of Reading Exercise Criteria.

The analysis of reading exercise in the course book “Developing English Competencies” an English course for Senior High School students grade X published by Pusat Perbukuan Department Pendidikan Nasional based on

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

The analysis of reading exercise in the course book “Developing English Competencies” an English course book for Senior High School students grade X published by Pusat Perbukuan Department Pendidikan Nasional are:

1. Exercise of activity 1 page 13 unit 1

Activity 1**Answer these following questions.**

1. Do you have any interesting experience to tell?
2. Can you recall it?
3. Will you tell your experience to your friend?

Table 4.1.1 Analysis of reading exercise of activity 1 page 13 Unit 1

No	Aspects of Evaluation	Analysis
1	Aim	The aim of this exercise is to remind the students about their past experience.
2	Type of text?	Recount
3	Relevance with KTSP Curriculum of Senior High School Grade X	This exercise is a stimulus for learning Recount text that is stated in reading material curriculum. This exercise is relevant with KTSP Curriculum.
4	Type of reading exercise	Short-answer question

2. Exercise of activity 2 page 13 Chapter 1

Activity 2**Read the following text about someone's experience.****Meeting a Star**

On Saturday morning at 9:30, I was walking down Sunda Street, looking for a record store. A man stopped me and asked me the way to the Hyatt Hotel. I wasn't sure exactly where it was, but I walked with him to the end of Sunda Street. He was very friendly, and his face looked so familiar. Then I remembered where the Hyatt was and told him how to get there. He thanked me and tried to give me something.

I thought it was money. I said 'no' at first, but he really wanted me to have it, so I took it.

I found the record store and listened to a few records. D' Masive had a new record that was number two in the top twenty. I decided to buy it. I looked in my bag for my wallet and found a piece of paper the man gave me. It was a photo. I was so surprised! He was a singer in D' Masive!

Adapted from New Horizons in English 4, 2002

Table 4.1.2 analysis of reading exercise activity 2 page 13 unit 1

No	Aspects of Evaluation	Analysis
1	Aim	To show the students about the passage in Recount Text
2	Type of text	Recount Text.
3	Relevance with KTSP Curriculum of Senior High School Grade X	This exercise is about Recount text that is stated in reading material curriculum. This exercise is relevant with KTSP Curriculum.
4	Type of reading exercise	Long-answer Question

3. Exercise of activity 3 page 13 Chapter 1

Activity 3

Answer these following questions based on the text in Activity 2.

1. Where was the writer?
2. What was he doing?
3. What did the man ask the writer?
4. How was the man's character?
5. Did the writer help the man?
6. What did the writer decide to buy?
7. What did he find in his wallet? Explain.
8. How was he when he knew who the man was?

Table 4.1.3 analysis of reading exercise activity 3 page 13 unit 1

No	Aspects of Evaluation	Analysis
1	Communicative	The aim of this exercise is to know the students' understanding about the content of the passage.
2	Type of text?	Recount
3	Relevance with KTSP Curriculum of Senior High School Grade X	This exercise is the questions about the passage in Recount Text that is stated in reading material

		curriculum. This exercise is relevant with KTSP Curriculum.
4	Type of reading exercise	Long-answer question

4. Exercise of activity 4 page 14-15 Chapter 1

Activity 4

Read the text and choose the correct answer to the following questions.

My Day

I had a terrible day yesterday. First, I woke up an hour late because my alarm clock didn't go off. Then, I was in such a hurry that I burned my hand when I was making breakfast. After breakfast, I got dressed so quickly that I forgot to wear socks.

Next, I ran out of the house trying to get the 9:30 bus, but of course I missed it. I wanted to take a taxi, but I didn't have enough money.

Finally, I walked the three miles to my school only to discover that it was Sunday! I hope I never have a day as the one I had yesterday.

Taken from Ready to Write, 2003

1. What happened to the writer yesterday?
 - a. He has a terrible day.
 - b. He gets a terrible day.
 - c. He had a terrible day.
 - d. He got a terrible day.
2. Why did he wake up an hour late?
 - a. Because he didn't set alarm clock.
 - b. Because his alarm clock didn't go off.
 - c. Because he didn't see alarm clock.
 - d. Because his alarm clock didn't work.

3. What did he do after having breakfast?
 - a. He got dressed so quickly that he forgot to wear socks.
 - b. He wear socks so quickly that he forgot to get dressed.
 - c. He ran out of the house trying to get the 9:30 bus.
 - d. He burned his hand when he was making breakfast.
4. How far did the writer walk?
 - a. He walked for two miles.
 - b. He walked for three miles.
 - c. He walked for four miles.
 - d. He walked for five miles.
5. What does the writer hope?
 - a. The writer hopes to discover that it was Sunday.
 - b. The writer hopes to take a taxi.
 - c. The writer hopes he never had a day like yesterday.
 - d. The writer hopes that yesterday will be better.

Table 4.1.4 analysis of reading exercise activity 4 page 14-15 unit 1

No	Aspects of Evaluation	Analysis
1	Aim	The aim of this exercise is to know the students' understanding about Recount Text and the content of the passage.
2	Type of text?	Recount Text.
3	Relevance with KTSP Curriculum of Senior High School Grade X	This exercise is about Recount Text that is stated in reading material curriculum. This exercise is relevant with KTSP Curriculum.
4	Type of reading exercise	Multiple Choice item.

5. Exercise of activity 5 page 15 Chapter 1

Activity 5

Read the words taken from the text and find their synonyms.

1. wanted /wɒntɪd/
2. ran out /rʌn aʊt/
3. walked /wɔːkd/
4. forgot /fə'ɡɒt/
5. missed /mɪsd/
6. burned /bɜːnd/
7. woke up /wʊk ʌp/
8. hurry /hʌrɪ/
9. terrible /'terəbl/
10. quickly /kwɪklɪ/

Table 4.1.5 analysis of reading exercise activity 5 page 15 unit 1

No	Aspects of Evaluation	Analysis
1	Aim	The aim of this exercise is to know the students' understanding about the meaning and the synonym of words.
2	Type of text?	Recount
3	Relevance with KTSP Curriculum of Senior High School Grade X	This exercise is about the words in form of past tense that is stated in reading material curriculum. This exercise is relevant with KTSP Curriculum.
4	Type of reading exercise	Short-answer Question

6. Exercise of activity 6 page 15 Chapter 1

Activity 6

Read and study the text structure of the recount text in Activity 4.

Paragraph	Generic Structure
<ul style="list-style-type: none"> I had a terrible day yesterday. First, I woke up an hour late because my alarm clock didn't go off (paragraph 1) Next, I ran out of the house trying to get the 9:30 bus, but of course I missed it. I wanted to take a taxi, but I didn't have enough money (paragraph 2) Finally, I walked the three miles to my school only to discover that it was Sunday! I hope I never have a day as the one I had yesterday (paragraph 3) 	<ul style="list-style-type: none"> Orientation: provides the setting and introduces participants. Events: tell what happened, in what sequence. Re-orientation: optional closure of events.

Table 4.1.6 analysis of reading exercise activity 6 page 15 unit 1

No	Aspects of Evaluation	Analysis
1	Aim	The aim of this exercise is to explain the students about the structure of recount text and to know how the students can identify it.
2	Type of text?	Recount Text.
3	Relevance with KTSP Curriculum of Senior High School Grade X	This exercise is about the structure of Recount Text that is stated in reading material curriculum. This exercise is relevant with KTSP curriculum.
4	Type of reading exercise	Short-answer Question

7. Exercise of activity 7 page 16 Chapter 1

Activity 7

Read the following text and identify its text structure.
Work in pairs.

I woke up at about five o'clock yesterday. It wasn't a regular day, because I was about to propose a girl.

After praying and taking a bath, I had my early breakfast. At about nine o'clock I was in my office but my soul wasn't there. I was thinking about the lines that I had to say to her. At one o'clock, I had my lunch but I wasn't enjoying it either. So, I practiced the lines to almost all girls I met at my lunch. Yes, I was a little bit crazy. Finally, it was three o'clock. I

remembered all my lines. I wrapped my works and got ready to pick her up and of course proposed her.

I met her at four o'clock, took a little walk and went to a movie. At seven, we had a romantic dinner. I thought it was the perfect time to ask her to be my wife. Then I said the lines that I practiced the whole afternoon. She smiled. I reached my pocket to get a ring and put it around her finger. Then she said "Yes." After driven her home I went back to my house.

Taken from New Horizons in English, 2002

No	Aspects of Evaluation	Analysis
1	Aim	The aim of this exercise is to know the students' understanding in identifying the structure of Recount Text.
2	Type of text	Recount Text
3	Relevance with KTSP Curriculum of Senior High School Grade X	This exercise is about Recount Text that is stated in reading material curriculum. This exercise is relevant with KTSP Curriculum.
4	Type of reading exercise	Long-answer Question

8. Exercise of Activity 1 page 37 Chapter 2

Activity 1**Answer these questions.**

1. Do you enjoy reading?
2. The following is a list of different types of stories. Use your dictionary to check new words.
 - a. fable
 - b. superhero
 - c. folk alet
 - d. adventure
 - e. science-fiction
 - f. fantasy
 - g. legend
3. The following is the titles of two books and brief summaries of them. Decide the types of them.

a



Bear in the Barnyard,
by Sue Robinson;
illustrated by Tony
Morris

Source: *Publishers Weekly*, May 10, 2004

Teddy Bear meets real farm animals. At once curious and confident, little Bear explores the farm with all the wonder and condor of a child. His questions never end and he wishes he were needed like the animals seem to be. And so he experiments considerably.

b



Under the Bed,
by Paul Bright;
illustrated by Ben Cort

Source: *Publishers Weekly*, May 10, 2004

The book's crazy collection of worried creatures is scared-not scary-and your child will know it's true. Hairy green, spiney red, warty and winged, these monsters flee the bedroom when they discover the child.

Table 4.1.8 analysis of reading exercise activity 1 page 37 unit 2

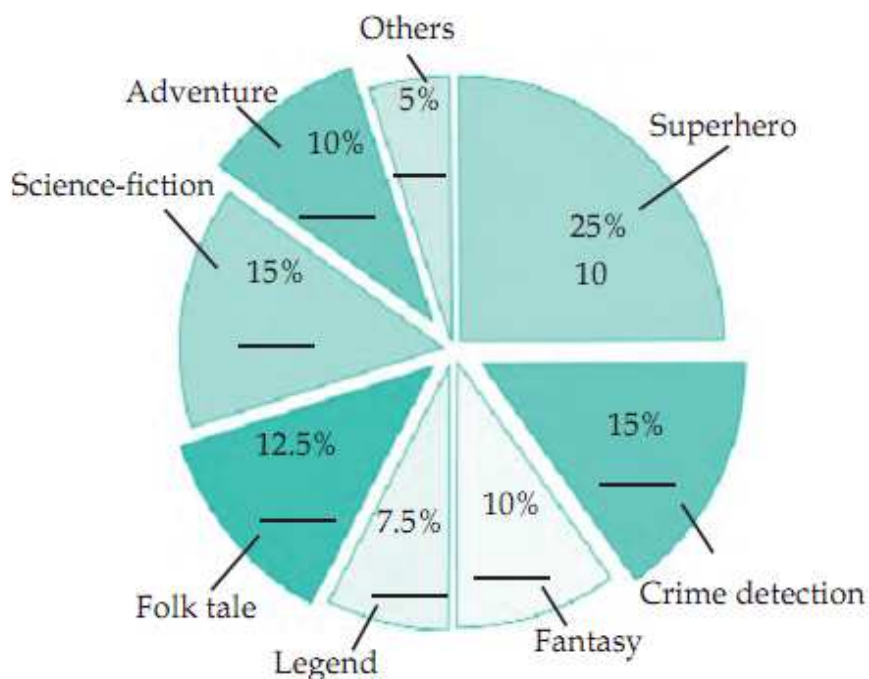
No	Aspects of Evaluation	Analysis
1	Aim	The aim of this exercise is to give the stimulus to the students about Narrative Text.
2	Type of text	Narrative
3	Relevance with KTSP Curriculum of Senior High School Grade X	This exercise is a stimulus for Narrative Text that is stated in reading material curriculum. This exercise is relevant with KTSP Curriculum.
4	Type of reading exercise	Long-answer question.

9. Exercise of activity 2 page 38-39 Chapter 2

Activity 2

Study the chart below and answer the questions that follow. It shows you types of fiction read by students in a class.

What type of fiction do you like most?



Total: 100% = 40

1. What type of fiction do students like most?
2. How many people read crime detection?
3. What is the least favourite fiction?
4. Can you fill in the blanks with the number of students who read each type of fiction?

Table 4.1.9 analysis of reading exercise activity 2 page 38-39 unit 2

No	Aspects of Evaluation	Analysis
1	Aim	The aim of this exercise is to know the students' understanding in reading the chart of fiction read by the students in class.
2	Type of text	Descriptive
3	Relevance with KTSP	This exercise is about kinds of

	Curriculum of Senior High School Grade X	narrative text read by the students, the text type that is stated in reading material curriculum. This exercise is relevant with KTSP curriculum.
4	Type of reading exercise	Short-answer question.

10. Exercise of activity 3 page 39 Chapter 2

Activity 3

Read aloud the following text. Pay attention to your intonation and pronunciation in reading the story.

Three Foolish Sons



There was a rich man who had three sons. They lived in a large house in the town of Keelung in northern Taiwan.

One day, he said to his sons, "You are no longer children. You must do something to earn your own living. When I die, I am not going to leave you very much money. I started with nothing and made a fortune by working hard. You must do the same. Now, here is two hundred dollars for each of you. You can use it to start your own business."

The three sons went off separately. The eldest son met a hunter. He thought that hunting would be fine so he bought a gun from him for two hundred dollars.

The second son met a basket-maker. He bought a set of tools from him so that he could make baskets.

The third son met a doctor who told him that he had a medicine which could cure all diseases. He bought it from him for two hundred dollars.

When the rich man heard what his sons had done with the money he had given them, he was very angry. "What stupid sons I have!" He said.

One day, the eldest son tried to shoot a fly on his father's forehead. Instead, he killed his father. The second son picked up his tools and tried to repair the damage to his father's head. The third son tried to cure his father with medicine which he had bought.

Everyone said that the three sons were very foolish. They had spent all their money uselessly.

Taken from *Favourite Stories from Taiwan*, 2000

Table 4.1.10 analysis of reading exercise activity 3 page 39 unit 2

No	Aspects of Evaluation	Analysis
1	Aim	The aim of this exercise is to know the students' ability in understanding the passage of in Narrative text.
2	Type of text	Narrative Text.
3	Relevance with KTSP Curriculum of Senior High School Grade X	This exercise is about Narrative Text that is stated in reading material curriculum. This exercise is relevant with KTSP curriculum.
4	Type of reading exercise	Short-answer Question

11. Exercise of activity 4 page 40 Chapter 2

Activity 4

Discuss the following questions with your friends based on the text in Activity 3.

1. Pretend that you were one of the sons of the rich man in the story entitled *Three Foolish Sons*. What would you do with your money?
2. Pretend that you were the rich man. What would you do with your money?

Table 4.1.11 analysis of reading exercise activity 4 page 40 unit 2

No	Aspects of Evaluation	Analysis
1	Aim	The aim of this exercise is to know the students' understanding about the content of passage.
2	Type of text	Descriptive
3	Relevance with KTSP Curriculum of Senior High School Grade X	This exercise is learning about the passage in Narrative text that is stated in reading material curriculum. This exercise is relevant with KTSP

		Curriculum.
4	Type of reading exercise	Long-answer question.

12. Exercise of activity 5 page 40-41 Chapter 2

Activity 5

Read the text and study its text structure.

The Fortune Teller

orientation

In the great city of Taipei, there lived a man called Lin and his wife. They had no children. Because of this, they were very unhappy. One day, they found a baby boy outside their door. He was wrapped in a blanket and crying. They took the baby into their house and called him Sau Ling. They loved him very much.

complication

When Sau Ling was a young man, a fortune-teller came to the house. "You must send your son away," he said. "One day he will become a thief and cause you a lot of trouble."

Mr and Mrs Lin were very sad to hear this. They believed what the fortune-teller said. They gave Sau Ling some clothes and money and sent him away.

Several years later, Sau Ling was having a meal in an inn several miles from Taipei. He put his bag on the floor near his table. After finishing his meal, he picked up his bag. "That's strange!" he thought, "It feels so heavy." He looked inside. It was full of small gold bars. Then he realised that someone had taken his bag by mistake and left another bag, in its place.

That evening, a young man came to the inn, "Has anyone seen my bag?" he asked. Sau Ling was very honest. He returned the bag to him. The young man thanked him. "You are really very honest," he said, "I shall ask my

resolution

father to give you a job." The young man's father was a rich merchant. He gave Sau Ling a good job. "But go home first," he said, "and take a holiday." Sau Ling returned to Taipei. Mr and Mrs Lin were delighted to see him again. The fortune-teller was also present. Sau Ling told them what had happened. The fortune-teller did not know what to say. He left the house without saying a word. Mr and Mrs Lin never believed in fortune-teller after that. Sau Ling took them to live with him and they were very happy and contented until the end of their lives.

Taken from Favourite Stories from Taiwan, 2000

Every text has its own structure. The structure of narrative text consists of three parts: orientation, complication, and resolution. Orientation describes scene and introduces the participants of the story. Complication begins when there is a problem in resolution. The structure of narrative text occurs in the text variously. A text may have only one complication and resolution but another text may have more than one complication and resolution.

Table 4.1.12 analysis of reading exercise activity 5 page 40-41 unit 2

No	Aspects of Evaluation	Analysis
1	Aim	The aim of this exercise is to know the students' understanding in identifying the structure of Narrative Text.
2	Type of text	Narrative Text.
3	Relevance with KTSP Curriculum of Senior High School Grade X	This exercise is about Narrative text that is stated in reading material curriculum. This exercise is relevant with KTSP Curriculum.

4	Type of reading exercise	Short-answer Question
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13. Exercise of activity 6 page 41 Chapter 2

Activity 6

Read the following words taken from the text. Then find their synonyms.

1. called /kɔːld/
2. found /faʊnd/
3. wrapped /ræpd/
4. cried /kraɪd/
5. picked /pɪkd/
6. believed /brɪˈliːvd/
7. looked /lʊkd/
8. realised /rɪəlaɪzd/
9. returned /rɪˈtənd/
10. thanked /θæŋkd/

Table 4.1.13 analysis of reading exercise activity 6 page 41 unit 2

No	Aspects of Evaluation	Analysis
1	Aim	The aim of this exercise is to know the students' understanding the meaning and the synonym of words in past form.
2	Type of text	Narrative
3	Relevance with KTSP Curriculum of Senior High School Grade X	This exercise is about the words in past form that is stated in reading material curriculum. This exercise is relevant with KTSP Curriculum.
4	Type of reading exercise	Short-Answer Question

14. Exercise of activity 7 page 42-43 Chapter 2

Activity 7

Read this text carefully. Identify the structure of the story based on the example in Activity 5.

A Story about Red

"Rosaura! Rosaura!"

If you were tall enough, you might have seen a little splash of red in the tall grass. And if you had looked closer you might have seen a small girl wearing a red ribbon.

Rosaura was hiding from her mother and father. It was her favourite game. She crouched quietly, listening to the faint sound of her mother's voice. All Rosaura could see were the swaying green stalks of the corn. They rustled above her head where the sky stretched clear and blue. Suddenly, a bright yellow butterfly darted by. Rosaura jumped up to chase the butterfly, forgetting all about her hiding game.

"Rosaura! There you are," called her mother. "It's time for lunch."

It was dark and cool in the cottage where Rosaura lived with her parents. Rosaura ate her meal quickly. She

wanted to go back into the sunshine to play. As soon as she had finished her food she slipped down from her chair.

"Rosaura, where are you going?" called her mother.

She caught a glimpse of Rosaura's red ribbon disappearing around the door. But Rosaura was already through the gate, and heading for the fields. "Rosaura! Rosaura!"

Was that the sound of her mother calling, or the wind whispering in the corn? Rosaura was not sure. All day long through the hot summers she loved to run in the fields. Her feet were scratched and her toes bruised on stones as she chased after the mice hiding in the corn stalks. Her skin was brown as a nut from the sun. In her tangled black hair, her red ribbon fluttered.

The afternoon stretched out long and hot. As the sun reached the far side of the field, Rosaura's father walked back to the cottage. His eyes scanned the fields for Rosaura's red ribbon. But it was nowhere to be seen.

"Hasn't Rosaura come back yet?" asked her father as he came through the door.

"Not yet," said her mother, "I'm sure she'll be back soon."

But the supper was ready and still there was no sign of Rosaura. Now the sun had set, casting a red glow over the fields. Rosaura's mother and father stood at the door of their cottage, staring over the field, looking for the red ribbon. As night fell, they fetched lamp that lit up patches of corn and grass and startled the sleeping mice. But they could find no red ribbon.

Rosaura's parents called and called all through the night. In the dawn, they stood alone and sad amongst the corn. The red morning sun lit up their tired faces.

"Look!" cried Rosaura's mother suddenly. "There she is!"

They began to run towards the red ribbon that she had spotted among the corn. But oh! It wasn't Rosaura's ribbon at all, but the red petals of a flower.

Rosaura's mother and father had never seen such a flower before. Her father looked away in disappointment.

"I see her!" he cried.

And again they ran towards the dear red ribbon. But it was another red flower. As the sun came out, it faded.

"Rosaura won't be coming home anymore," said her mother. "She was always happier in the fields."

"But the spirits have left us these flowers to remind us of her," said Rosaura's father.

"They will stay with us!"

Every year, when the corn ripened and the evenings grew long, Rosaura's parents stood at the edge of the fields and watched the red flowers dancing under the sun.

And that, say the Indians, is how the red poppy came to be.

Taken from Childcraft: World of Colour, 2003

Table 4.1.14 analysis of reading exercise activity 7 page 42-43 unit 2

No	Aspects of Evaluation	Analysis
1	Aim	The aim of this exercise is to know the students' understanding about identifying the structure of Narrative Text.
2	Type of text	Narrative Text.
3	Relevance with KTSP Curriculum of Senior High School Grade X	This exercise is a passage in Narrative Text that is stated in reading material curriculum. This exercise is relevant with KTSP Curriculum.
4	Type of reading exercise	Long-answer Question

15. Exercise of activity 8 page 43-44 Chapter 2

Activity 8Answer these questions based on the story in Activity 7.

1. Who is the main character of the story?
2. What was Rosaura's favourite game?
3. Why did Rosaura eat her meal quickly?
4. Did Rosaura come back home when the supper was ready?
5. Could Rosaura's mother and father find her?
6. Why did Rosaura's mother think that the petals of the flower were her ribbon?
7. Why did Rosaura's mother think that Rosaura wouldn't be coming home anymore?
8. What did Rosaura's father say about the red flowers filled the field?
9. What do Indians say about the story?
10. What do you call such a tale?

Table 4.1.15 analysis of reading exercise activity 8 page 43-44 unit 2

No	Aspects of Evaluation	Analysis
1	Aim	The aim of this exercise is to know the students' understanding about the content of the passage.
2	Type of text	Recount
3	Relevance with KTSP Curriculum of Senior High School Grade X	The questions are about the content of the passage in Narrative Text that is stated in reading material curriculum. This exercise is relevant with KTSP Curriculum.
4	Type of reading exercise	Long-answer question.

16. Exercise of activity 1 page 65 Chapter 3

Activity 1**Answer the following questions orally.**

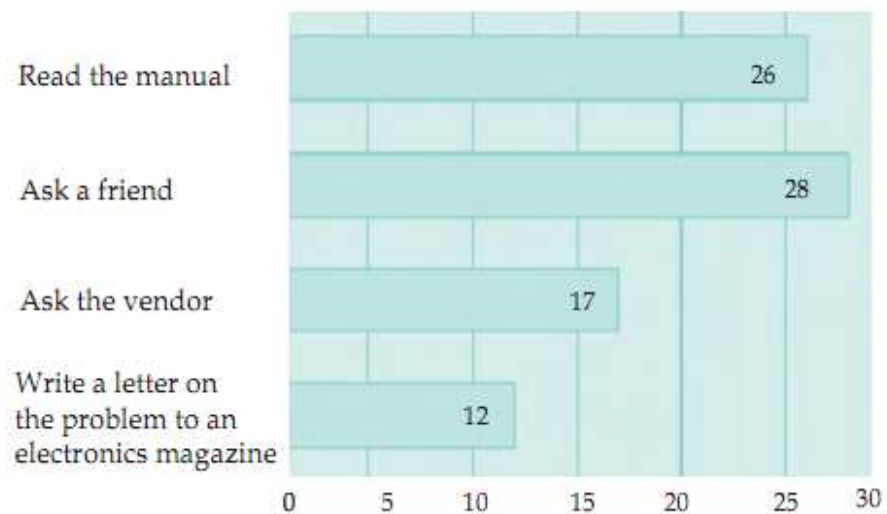
1. Have you ever been instructed to do something?
2. What kind of instruction was it?
3. Have you instructed someone to do something?
4. What kind of instruction was it?

Table 4.1.16 analysis of reading exercise activity 1 page 65 unit 3

No	Aspects of Evaluation	Analysis
1	Aim	The aim of this exercise is to give the stimulus to the students about Procedure.
2	Type of text	Recount
3	Relevance with KTSP Curriculum of Senior High School Grade X	The stimulus of Procedure Text is stated in reading material curriculum. This exercise is relevant with KTSP Curriculum.
4	Type of reading exercise	Short-answer question.

17. Exercise of activity 2 page 65 Chapter 3

Activity 2**Study the bar graph and answer the questions that follow.****Ways to show the problems with gadget**



1. How many students were involved in the survey?
2. How many students rely on their friends?
3. What percentage of students read the manual when they find a problem with their gadgets?
4. What is the most popular way to solve the problem with gadgets?


Table 4.1.17 analysis of reading exercise activity 2 page 65 unit 3

No	Aspects of Evaluation	Analysis
1	Aim	The aim of this exercise is to know the students' understanding about the chart that is completed with sentences in procedure.
2	Type of text	Procedure Text.
3	Relevance with KTSP Curriculum of Senior High School Grade X	The chart is completed with procedure texts that is stated in reading material curriculum. This exercise is relevant with KTSP Curriculum.
4	Type of reading exercise	Short-answer question.

18. Exercise of activity 3 page 66 Chapter 3

Activity 3

Read the following instructions and answer the questions.
Pay attention to the structure of the text.

Goal	How to operate a fan <ol style="list-style-type: none"> 1. Plug the power cord into a wall outlet. (AC 120 Volts 60 HZ) 2. To make the fan move sideways, push the pin on top of the motor. 3. To move the fan up or down, first pull up the oscillating pin, then press the tilt adjustment knob. 4. To change the speed of the fan, press one of the switches at the bottom. 	
Method of Steps		

1. What do we do first to operate a fan?
2. How can we change the speed of the fan?
3. What do we do to make it move sideways?
4. How do we make it go up and down?

The structure of procedure texts generally consists of three parts, namely goal, materials needed and methods or steps. This structure is appropriately applied in a recipe. In a how-to-text, the materials needed part sometimes is not applicable.

Table 4.1.18 analysis of reading exercise activity 3 page 66 unit 3

No	Aspects of Evaluation	Analysis
1	Aim	The aim of this exercise is to know the students' understanding in identifying the structure of procedure texts.
2	Type of text	Procedure Texts.
3	Relevance with KTSP	The procedure text is stated in

	Curriculum of Senior High School Grade X	reading material curriculum. This exercise is relevant with KTSP Curriculum.
4	Type of reading exercise	The text is completed with questions. They are short-answer questions.

19. Exercise of activity 4 page 66-67 Chapter 3

Activity 4

Now read another text and identify the structure of the text.

Bregedel Tempe (Tempe Fritters)

- 150 g tempe
- 2 tablespoons fried shallots
- 3 kaffir lime leaves
- 1 tablespoon flour
- 1 egg
- 1 cup vegetable oil for frying

Spice paste:

- 3 large chilies, seeds removed
- 3 small chilies
- 2 red shallots
- 2 cloves garlic
- 1/2 teaspoon chopped galangal
- 1 candle nut
- 1/2 teaspoon coriander seeds
- 1/2 teaspoon salt
- 1/4 teaspoon shrimp paste

1. Mash the tempe with a fork or place in the bowl of a food processor and blend until it resembles coarse bread crumbs.
2. Grind the spices in a mortar and pestle or place in the bowl of a food processor and blend to a smooth paste.
3. Put the mashed tempe in a bowl and mix with the spice paste, fried shallots and lime leaves. Stir in the flour, followed by the egg.
4. Shape the tempe into fritters the size of a golf ball and flatten a little with a fork.
5. Heat the vegetable oil in a wok over a medium flame. When the oil is hot, drop the fritters into the oil, five or six at a time.

6. Fry until golden brown on both sides, drain on absorbent paper and serve hot with rice.

Taken from *The Jakarta Post*, May 2, 2004

Table 4.1.19 analysis of reading exercise activity 4 page 66-67 unit 3

No	Aspects of Evaluation	Analysis
1	Aim	The aim of this exercise is to know the students' understanding in identifying the structure of procedure text in a passage.
2	Type of text	Procedure Text.
3	Relevance with KTSP Curriculum of Senior High School Grade X	Procedure text is stated in reading material curriculum. This exercise is relevant with KTSP Curriculum.
4	Type of reading exercise	Short-answer question

20. Exercise of activity 5 page 67 Chapter 3

Activity 5

Pronounce the following words and find their meaning. Pay attention to your pronunciation.

- | | |
|----------------|---------------|
| 1. instruction | 9. grease |
| 2. procedure | 10. knuckle |
| 3. recipe | 11. mix |
| 4. ingredients | 12. blend |
| 5. knead | 13. oven |
| 6. roll out | 14. fold |
| 7. sprinkle | 15. margarine |
| 8. press | |

Table 4.1.20 analysis of reading exercise activity 5 page 67 unit 3

No	Aspects of Evaluation	Analysis
1	Aim	The aim of this exercise is to know the students' understanding about the meaning and the pronunciation of some words.

2	Type of text	Procedure
3	Relevance with KTSP Curriculum of Senior High School Grade X	The vocabulary building related to procedure text is stated in reading material curriculum. This exercise is relevant with KTSP Curriculum.
4	Type of reading exercise	Short-answer Question

21. Exercise of activity 6 page 68-69 Chapter 3

Activity 6

Read the following text and choose the correct answer to the questions that follow.

How to Find Unusual Gifts

Giving gifts is a well-known way to show our attention toward somebody else. Moreover, giving gifts may be important for certain special moments. Unusual or even weird gifts would leave a sweet memory for us and the recipient. So, try these tips to find something unusual as your gifts.

Look for gifts wherever you find yourself, especially when you were on a trip. From a bazaar in Bandung to a tag sale in Berlin.

Use the Internet. Follow links until you find what you want. Track down items such as rare prints, out-of-print books or antiques in the auction.

Give a welcome service. A massage, costume makeovers, a day at the spa, or romantic dinner will be a nice welcome gift.

Combine one or two things for a spectacular effect. The picture frame that you bought in Bali might provide the perfect background for showing off the portrait of the recipient.

Come to a handicrafts store and talk to the people that make unique pieces.

Visit art supply stores, craft shops, art galleries and factory stores for ideas.

Adapted www.howabout.com

- The word *well-known* in the first line means
 - great
 - weird
 - special
 - famous
- Where may we look for unusual gifts?
 - Anywhere.
 - In an auction.
 - In the internet.
 - In the craft shop.

3. Before give an unusual gifts, it is suggested that we give ... first
 - a. a rare print
 - b. a photo frame
 - c. a unique furniture
 - d. a welcome service
4. The word in the text that means *not too many* is
 - a. rare
 - b. sweet
 - c. unique
 - d. important
5. Giving gifts may be important to
 - a. make us unusual
 - b. complete our collections
 - c. get the recipient attention
 - d. celebrate special moments

Table 4.1.21 analysis of reading exercise activity 6 page 68-69 unit 3

No	Aspects of Evaluation	Analysis
1	Aim	The aim of this exercise is to know the students' understanding more about Procedure texts.
2	Type of text	Procedure text.
3	Relevance with KTSP Curriculum of Senior High School Grade X	Procedure text is stated in reading material curriculum. This exercise is relevant with KTSP Curriculum.
4	Type of reading exercise	The passage is followed with some questions, named Multiple choice item tests.

22. Exercise of activity 1 page 91 Chapter 4

Activity 1

Study the following picture and answer the questions orally.



1. What is the picture about?
2. Can you predict what the story is about?
3. Do you have a favourite folklore?
4. What is the title of the folklore?
5. Tell the class about it.

Table 4.1.22 analysis of reading exercise activity 1 page 91 unit 4

No	Aspects of Evaluation	Analysis
1	Aim	The aim of this exercise is to know how the students can predict a story from the picture.
2	Type of text	Narrative
3	Relevance with KTSP Curriculum of Senior High School Grade X	This exercise is a brainstorming to learn more about Narrative text that is stated in reading material curriculum. This exercise is relevant with KTSP curriculum.
4	Type of reading exercise	Long-answer questions.

23. Exercise of activity 2 page 91 Chapter 4

Activity 2

Before reading the story, read and study the following words and find their meanings.

1. horrible
2. monster
3. castle
4. armour
5. swords
6. knight
7. fought
8. useless

Table 4.1.23 analysis of reading exercise activity 2 page 91 unit 4

No	Aspects of Evaluation	Analysis
1	Aim	The aim of this exercise is to prepare the students before reading the story with some possible words used in the story.
2	Type of text	Narrative
3	Relevance with KTSP Curriculum of Senior High School Grade X	The words prepared for reading Narrative text that is stated in reading material curriculum. This exercise is relevant with KTSP Curriculum.
4	Type of reading exercise	Short-answer Question

24. Exercise of activity 3 page 92 Chapter 4

Activity 3**Read the following story aloud.****The Legend of Beowulf**

Once upon a time, there was a horrible monster called Grendel. He was half-man and half-monster. He lived in Denmark. One day, he went to the King's castle. The king and his men tried to kill the monster but their swords were useless. A knight called Beowulf heard about the problem and went to Denmark to help the king.

That night, Beowulf and his men took off their armour and put away their swords and went to sleep. The monster came into the castle and killed a knight. Beowulf woke up and fought the monster-he pulled off an arm! Grendel went back to his home in a lake and died. Grendel's mother was very angry and the next night she went to the castle and killed a knight.

In the morning, Beowulf went to the lake. He killed Grendel's mother with a special sword. When he came back, the king was very happy and he gave Beowulf presents and money.

Beowulf went back to his country and became a king. He was king for fifty years. But one day, a dragon came to his country, and it attacked people. It lived in a cave with treasure. The dragon was very big and breathed fire. The knights were afraid and they did not want to fight the dragon. King Beowulf was an old man but he put on his armour again and went to the dragon's cave with his men. ...

Taken from Opportunities Elementary, 2003

Table 4.1.24 analysis of reading exercise activity 3 page 92 unit 4

No	Aspects of Evaluation	Analysis
1	Aim	The aim of this exercise is to know how the students can identify the meaning and information in Narrative text.
2	Type of text	Narrative Text.
3	Relevance with KTSP Curriculum of Senior High School Grade X	Narrative is stated in reading material curriculum. This exercise is relevant with KTSP Curriculum.
4	Type of reading exercise	Long-answer Question

25. Exercise of activity 4 page 92-93 Chapter 4

Activity 4

Answer the following questions based on the text in Activity 3.

1. Who was half-man and half-monster?
 2. Were the king and his men succeed in killing Grendel? Why?
 3. Why did Beowulf come to Denmark?
 4. What did Beowulf do to Grendel when he fought him?
 5. What happened to Grendel after he fought Beowulf?
 6. What did Grendel's mother do when she find out about her son's death?
 7. What did Beowulf use to kill Grendel's mother?
 8. How long did Beowulf become king?
 9. What attacked the people in Beowulf's country?
 10. What did Beowulf do about it?
11. Decide how the story ends based on the following options:
- a. Beowulf killed Grendel and took the treasure.
 - b. Beowulf killed Grendel but he died.
 - c. Grendel killed Beowulf and escaped.
12. Provide reasons why you choose the option as the ending of the story.

Table 4.1.25 analysis of reading exercise activity 4 page 92-93 unit 4

No	Aspects of Evaluation	Analysis
1	Aim	The aim of this exercise is to know how the students can understand the information of the texts.
2	Type of text	Narrative
3	Relevance with KTSP Curriculum of Senior High School Grade X	The questions are about the text in Narrative that is stated in reading material curriculum. This exercise is relevant with KTSP Curriculum.
4	Type of reading exercise	Long-answer questions.

26. Exercise of activity 5 page 93-94 Chapter 4

Activity 5

Read another story and identify its text structure in the table that follow.

The Fox and the Crow

A crow, perched in a tree with a piece of cheese in his beak, attracted the eye and nose of a fox. "If you can sing as prettily as you sit," said the fox, "then you are the prettiest singer within my scent and sight." The fox had read somewhere, and somewhere, and somewhere else, that praising the voice of a crow with a cheese in his beak would make him drop the cheese and sing. But this is not what happened to this particular crow in this particular case.

"They say you are sly and they say you are crazy," said the crow, having carefully removed the cheese from his beak with the claws of one foot, "but you must be nearsighted as well. Warblers wear gay hats and colored jackets and bright vest, and they are a dollar a hundred. I wear black and I am unique.

"I am sure you are," said the fox, who was neither crazy nor nearsighted, but sly. "I recognize you, now that I look more closely, as the most famed

and talented of all birds, and I fain would hear you tell about yourself, but I am hungry and must go."

"Tarry awhile," said the crow quickly, "and share my lunch with me." Whereupon he tossed the cunning fox the lion's share of the cheese, and began to tell about himself. "A ship that sails without a crow's nest sails to doom," he said. "Bars may come and bars may go, but crow bars last forever. I am the pioneer of flight, I am the map maker. Last, but never least, my flight is known to scientists and engineers, geometricians, and scholar, as the shortest distance between two points. Any two points," he concluded arrogantly.

"Oh, every two points, I am sure," said the fox. "And thank you for the lion's share of what I know you could not spare." And with this he trotted away into the woods, his appetite appeased, leaving the hungry crow perched forlornly in the tree.

Taken from www.aesopfabes.com

Setting	Characters	Events	Outcome
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

Table 4.1.26 analysis of reading exercise activity 5 page 93-94 unit 4

No	Aspects of Evaluation	Analysis
1	Aim	The aim of this exercise is to know the students' understanding about the information and the structure of text.
2	Type of text	Narrative Text.
3	Relevance with KTSP Curriculum of Senior High School Grade X	Narrative text is stated in reading material curriculum, this exercise is relevant with KTSP Curriculum.
4	Type of reading exercise	The text is followed by some columns that must be completed, named Completion Item Tests.

27. Exercise of activity 6 page 94 Chapter 4

Activity 6

Read and study the story in Activity 5 once again. Then decide whether these statements are true or false.

1. There are two main characters in the story.
2. The story probably took place in the jungle.
3. The fox had read somewhere that praising the voice of a crow with a cheese in his beak would make him drop the cheese and sing.
4. The fox said that the crows are sly and crazy.
5. The fox recognise that the crow look more closely, as the most famed and talented of all birds
6. Whereupon the crow tossed the cunning fox the crow's share of the cheese.
7. The fox is really arrogant. He is the map maker.
8. The crow's appetite appeased, leaving the hungry crow perched forlornly in the tree.

Table 4.1.27 analysis of reading exercise activity 6 page 94 unit 4

No	Aspects of Evaluation	Analysis
1	Aim	The aim of this exercise is to know the students' understanding about the information of the story.
2	Type of text	Narrative
3	Relevance with KTSP Curriculum of Senior High School Grade X	The questions are about the text in Narrative that is stated in reading material curriculum. This exercise is relevant with KTSP Curriculum.
4	Type of reading exercise	True / False items.

28. Exercise of activity 7 page 94 Chapter 4

Activity 7

Answer the following questions based on the text in Activity 5.

1. How many characters are there in the story?
2. Where did the story probably take place?
3. Why did the fox praise the voice of the crow?
4. Had the crow known the fox's plan of praising him?
5. Did the fox give up trying to persuade the crow to share his lunch?
6. What did the fox do in order that the crow shared his lunch?
7. Did the fox succeed in getting what he wanted?
8. What is the moral of the story?

Table 4.1.28 analysis of reading exercise activity 7 page 94 unit 4

No	Aspects of Evaluation	Analysis
1	Aim	The aim of this exercise is to know the students' understanding about the information of the story.
2	Type of text	Recount

3	Relevance with KTSP Curriculum of Senior High School Grade X	The questions are about the story in Narrative that is stated in reading material curriculum. This exercise is relevant with KTSP Curriculum.
4	Type of reading exercise	Long-answer questions.

29. Exercise of activity 8 page 95 Chapter 4

Activity 8

Read and study the announcement. Then complete the form that follows based on the announcement.

Announcement

The Niagara Branch of the Canadian Authors Association is pleased to announce the finalists of our *Ten Stories High* Eighth Annual Short Story Competition. We would like to thank each and every one of our entrants for making our contest such an ongoing success!

We will be officially launching our latest edition of *Ten Stories High* in the Mills Room at the Public Library on Saturday, September 29 from 2 to 5 p.m. This gala event will feature readings by this year's winning contestants as well as refreshments. We will also be offering copies of our anthology for sale at that time.

The Niagara Branch of the Canadian Authors Association wishes to congratulate the winners of our *Ten Stories High* Eighth Annual Short Story Competition. Our top ten winners are:

First Prize

Colette Maitland

"Until Death Do We Part"

Second Prize

Ruth Taylor

"At the Corner of Petapa and Thirty-first"

Third Prize

Alison McCabe

"Until Recently"

"

Once again, we wish to thank all the entrants who participated in our contest this year and congratulations to our winners!

Taken from www.canauthorsniagara.org

Topic:
Event:
Organizer:
Winners:

Table 4.1.29 analysis of reading exercise activity 8 page 95 unit 4

No	Aspects of Evaluation	Analysis
1	Aim	The aim of this exercise is to know how the students can get the information from the announcement.
2	Type of text	Descriptive
3	Relevance with KTSP Curriculum of Senior High School Grade X	The announcement is stated in reading material curriculum. This exercise is relevant with KTSP curriculum.
4	Type of reading exercise	The announcement is not categorized in type of reading exercise, but it is completed with the columns named Completion items.

30. Exercise of activity 1 page 115 Chapter 5

Activity 1

Answer the questions based on the picture.



Source: www.upload.wikimedia.org

1. Can you find a place like this in your village?
2. What do people call this place?
3. Is it a kind of tourist resort?
4. What do you think of this place?
5. Where can you find this place?
6. Have you ever visited some tourist resorts in East Java? Mention them.

Table 4.1.30 analysis of reading exercise activity 1 page 115 unit 5

No	Aspects of Evaluation	Analysis
1	Aim	The aim of this exercise is to give warming up about Descriptive Text.
2	Type of text	Descriptive
3	Relevance with KTSP Curriculum of Senior High School Grade X	The warming up for Descriptive Text, the text that is stated in reading material curriculum. This exercise is relevant with KTSP Curriculum.
4	Type of reading exercise	Long-answer questions.

31. Exercise of activity 2 page 115-116 Chapter 5

Activity 2

Before you read the story about “Gua Tabuhan”, learn these words. Then match them with their meanings or synonyms.

Words	Meanings or Synonyms
1. located	a. view
2. lime	b. considered
3. scenery	c. to be brave
4. peddlers	d. strike something with a hard blow
5. agates	e. situated
6. sacred	f. a hollow place in the side of hill
7. dared	g. very hard stones
8. chased	h. place on which Muslims kneel when praying
9. bump	i. goods sellers moving from place to place
10. prayer mat	j. keep apart from others
11. seclude	k. a small narrow river
12. cave	l. run after something
13. stream	m. holy

Table 4.1.31 analysis of reading exercise activity 2 page 115-116 unit 5

No	Aspects of Evaluation	Analysis
1	Aim	The aim of this exercise is to know the students' understanding about the meaning and the synonym of words related to the passage in Descriptive Text.
2	Type of text	Descriptive
3	Relevance with KTSP Curriculum of Senior High School Grade X	The exercise is about the descriptive text that is stated in reading material curriculum. This exercise is relevant with KTSP Curriculum.
4	Type of reading exercise	Matching item tests.

32. Exercise of activity 3 page 116-117 Chapter 5

Activity 3

Read the following text. Pay attention to the structure of the text.

Gua Tabuhan Is a Lively Unique Cave

identification

In the cave, Nyi (Mrs) Kamiyem and Ki (Mr) Padmo sit on a big stone. Nyi Kamiyem will sing a song and Ki Padmo will beat the drum. Joining them are people called *wiyogo* which are drummers and other gamelan musicians.

What makes this unique is that they mix gamelan with the sounds of nature. The visitors dance, forgetting all problems.

description

Many tourists go to this cave. Maybe you are interested in going there too but you don't know where it is. Gua Tabuhan is located near Pacitan in East Java. It is situated in a lime hill called Tapan, in Tabuhan, Wareng village. The route is easy. Along the road there is beautiful tropical scenery to enjoy rice fields, coconut-palms and birds.

East of the cave peddlers sell souvenirs. The drink and food peddlers are on the north side. People sell agates on the cave terraces. Somehow, it is like a fair.

It is said that the cave is the only place where nature produces sounds like the music of gamelan. Nyi Kamiyem, a well-known *pesinden* (traditional Javanese singer) from the village of Gabuhan, who often sings in the cave, does not doubt anything.

Gua Tabuhan did not use to welcome visitors. According to Kartowiryo (90), village elder, Gua Tabuhan used to be a hiding place for robbers. It was believed to be a sacred place. No one dared go inside. However, *Wedana* (chief of a district) Kertodiprojo, went to the cave to find out what was wrong. He found out that the cave was inhabited by the annoying evil spirits. The people chased the spirits away.

The cave is dark, so people need lights, and a local guide will lead the way. Sometimes visitors bump their heads against the sharp rocks on the ceiling.

Inside the cave there is a plain big stone which is believed to be the prayer mat of Pangeran Diponegoro, one of the Indonesian heroes who fought against the Dutch. It is said that Pangeran Diponegoro used to seclude himself in the cave. Some people now use the place for meditation.

There is a stream in the cave, in the east corner, which can only be seen outside. However, it can be heard from inside.

Besides the cave, Watukarang, a beach nearby, is good to visit. By the way, do you want different souvenirs? You can find them in Donorodjo village where agate craftsman work. So, have a nice journey.

Taken from Hello English Magazine, January, 1996

The structure of descriptive text is divided into two parts: Identification and description. The identification part is the part where writers of descriptive text identifies phenomenon to be described. The description part describes parts, qualities, and characteristics. Description text focuses on specific participants. It normally uses simple present tense.

Table 4.1.32 analysis of reading exercise activity 3 page 116-117 unit 5

No	Aspects of Evaluation	Analysis
1	Aim	The aim of this exercise is to know the students' understanding about the Descriptive text and the structure of the text.
2	Type of text	Descriptive text.
3	Relevance with KTSP Curriculum of Senior High School Grade X	The descriptive text is stated in reading material curriculum. This exercise is relevant with KTSP Curriculum.
4	Type of reading exercise	Long-answer Question

33. Exercise of activity 4 page 117-118 Chapter 5

Activity 4

Answer the following questions based on the text in Activity 3.

1. What do you call people who join Nyi Kamiyem and Ki Padmo in the cave?
2. Where is Gua Tabuhan located?
3. What can you see along the road to Gua Tabuhan?
4. Where can you find peddlers selling souvenirs?

5. What is Nyi Kamiyem?
6. How old is Ki Kartowiryo?
7. What did Kertodiprojo find out inside the cave?
8. What do people need when they enter the cave?
9. What did Pangeran Diponegoro use as a prayer mat to perform prayer in the cave?
10. Can you see the stream inside the cave?

Table 4.1.33 analysis of reading exercise activity 4 page 117-118 unit 5

No	Aspects of Evaluation	Analysis
1	Aim	The aim of this exercise is to know the students' understanding about the information of text.
2	Type of text	Descriptive
3	Relevance with KTSP Curriculum of Senior High School Grade X	The about descriptive text is stated in reading material curriculum. This exercise is relevant with KTSP Curriculum.
4	Type of reading exercise	Long-answer questions.

34. Exercise of activity 5 page 118 Chapter 5

Activity 5

In pairs, choose T if the statement is true and F if it is false according to the text.

- | | T / F |
|---|--------------------------|
| 1. You find the drink and food peddlers on the east of the cave. | <input type="checkbox"/> |
| 2. The visitors will forget all their problems when hearing the sounds of nature and gamelan. | <input type="checkbox"/> |
| 3. To reach Wareng village the visitors have trouble. | <input type="checkbox"/> |
| 4. Nyi Kamiyem is not a well-known <i>pesinden</i> . | <input type="checkbox"/> |

5. The inside of the cave is like a fair because visitors and peddlers bring light if they come in. ☐
6. The cave is used for meditation. ☐
7. Visitors who visit the cave cannot find water easily. ☐
8. Gua Tabuhan is located in Wareng Village. ☐
9. People who are in the cave can hear the stream. ☐
10. Pangeran Diponegoro secluded himself inside the cave. ☐

Table 4.1.34 analysis of reading exercise activity 5 page 118 unit 5

No	Aspects of Evaluation	Analysis
1	Aim	The aim of this exercise is to know the students' understanding about the information of text.
2	Type of text	Descriptive
3	Relevance with KTSP Curriculum of Senior High School Grade X	This exercise related with the descriptive text that is stated in reading material curriculum. This exercise is relevant with KTSP Curriculum.
4	Type of reading exercise	True / False items.

35. Exercise of activity 6 page 119-120 Chapter 5

Activity 6

Read the following text and then answer the questions that follow.

Seeing Hawaii in Cruising Style

The Hawaiian language is based on five vowels and just seven consonants, but this is more than enough to utter the word "Aloha".

This greeting written out in lights already welcomes those arriving at Honolulu airport, but it is in fact much more than a greeting or farewell.

Aloha means love and well-being and somehow stands for everything that goes to make up the image of Hawaii, from colourful shirts, through flower garlands and grass skirts to coconut bikinis.

Hawaii is the "Aloha State" and the 50th state of the United States of America.

A visitor to these islands in the middle of the Pacific feels immediately that he has one foot firmly anchored in the American Way of Life, and this is particularly true when he sees the islands from the vantage point of a cruise ship.

"Aloha. How are you today?" is a frequently asked question on the "Pride of Aloha". The simple response, "Fine", or *Mahalo* in Hawaiian, suffices as answer.

The passenger aboard the Norwegian Cruise Line vessel would have little reason to respond otherwise. At breakfast, travellers are greeted

Faceless apartment blocks turn into equally faceless hotel towers and shopping malls in the seaside resort of Waikiki.

Thousands of Japanese bustle along the shopping streets of Kalakaua and Kuhio avenues. There is a reason for the crowds, the endless concrete and the activity: Waikiki Beach is perhaps the most famous in the world after the Copacabana.

Most of the almost 2,000 aboard have their homes in the U.S. Midwest, where there is general scorn at the notion of going on diet.

The *Pride of Aloha* bears witness to this attitude, consuming 9,700 kilograms of meat during the seven-day cruise – the equivalent of 700 grams per passenger per day.

The Norwegian Cruise Line is no more Norwegian than the food aboard the *Pride of Aloha* is Hawaiian.

The cruise ship belongs to Star Cruises, the third-largest cruise operator in the world, and the *Pride of Aloha* was built in 1999, initially bearing the name *Norwegian Sky*.

In 2004 it was converted for duty on the Pacific cruise route and is the first cruise ship to fly the U.S. flag in some time.

A cruise aboard the Norwegian Cruise Line vessel is perhaps the most comfortable and by no means the most exclusive way to see Hawaii.

A cabin with a sea view costs as little as 1,250 euros per person for the seven nights of the cruise. Included in the price is full board, a nightly entertainment program and transfers between the four most important islands of the Hawaiian Archipelago, Oahu, Kauai, Big Island and Maui.

Honolulu on Oahu, where the cruise starts, has a population of

But anyone who gazes out over the blue ocean to watch the surfers ride the perfect waves knows why he has come to Hawaii. One hopes at the same time that the evidence of human progress will become less apparent as the cruise progresses while the beach remains as beautiful.

Taken from The Jakarta Post, February 13, 2005

1. What does the word "Aloha" mean and stand for according to the text?
2. What are the possible responses to the greeting "Aloha"?
3. How are the travellers aboard the Norwegian Cruise Line vessel greeted at breakfast?
4. How many kilograms of meat are consumed by the passengers a week?
5. When was Pride of Aloha built?
6. How much does a cabin with a sea view cost?
7. What are included in the price of the cabin?
8. Can you describe Honolulu on Oahu in a sentence?
9. How is the building in the seaside resort of Waikiki?
10. What is the reason for the crowds bustle along the shopping streets of Kalakaua and Kuhio avenues?

Table 4.1.35 analysis of reading exercise activity 6 page 119-120 unit 5

No	Aspects of Evaluation	Analysis
1	Aim	The aim of this exercise is to know the students' about descriptive text and the information of it.
2	Type of text	Descriptive text.
3	Relevance with KTSP Curriculum of Senior High School Grade X	Descriptive text is stated in reading material curriculum. This exercise is relevant with KTSP Curriculum.
4	Type of reading exercise	The descriptive text is followed by some questions named Long-answer questions.

36. Exercise of activity 7 page 120 Chapter 5

Activity 7

Decide in which paragraph you can find the following information.

Information	Paragraph
1. Definition of "Aloha"	_____
2. The reason why few passengers in the vessel do not respond to the greeting	_____
3. History of Norwegian Cruise Line vessel	_____
4. The rate of a cabin with a sea view	_____
5. Description of situation in Kalakaua and Kuhio avenues	_____

Table 4.1.36 analysis of reading exercise activity 7 page 120 unit 5

No	Aspects of Evaluation	Analysis
1	Aim	The aim of this exercise is to know the students' understanding about the information of text.
2	Type of text	Descriptive
3	Relevance with KTSP Curriculum of Senior High School Grade X	The exercise is related with the passage in Descriptive text that is stated in reading material curriculum. This exercise is relevant with KTSP Curriculum.
4	Type of reading exercise	Completion items.

37. Exercise of activity 8 page 121-122 Chapter 5

Activity 8

Read this travel ad and check whether the statements that follow are true or false according to the ad.



The Perfect Chinese Vacation

Holiday of a Lifetime!

See two exciting cities and one of the world's wonders
11 days \$799 + airfare!

Shanghai

Shanghai is China's largest city, major industrial and commercial centre and seaport. It resembles a modern Western city more than does any other Chinese city. Nanjing Road is the major shopping thoroughfare. The bund waterfront area is lined with banks and office buildings. Shanghai Industrial Exhibition displays variety of manufactured products. Temple of the Jade Buddha, crowded with worshippers, has two statues of Buddha, each carved from a single huge piece of white jade.



Source: Microsoft Encarta, 2008

Beijing

There's a lot to do in this exciting city! Beijing is famous for its beautiful palaces, temples, and huge stone walls and gates. Its art treasure and universities have long made the city China's cultural centre. You must visit the Temple of Heaven, the most famous temple in China. The Hall of Prayer of Good Harvests is an architectural wonder, constructed entirely of wood, without nails.



Great Wall of China

Great Wall of China is the longest structure ever built. Its length is about 6,400 kilometres, and it was erected entirely by hand. The wall crosses northern China between the east coast and north-central China. The main part of the wall is about 3,460 kilometres long. One of the highest sections of the Great Wall, on Mount Badaling, near Beijing, rises to about 11 metres high. This section is about 7.5 metres wide at its base and nearly 6 metres at the top. Watchtowers stand about 90 to 180 metres apart along the wall.

Call 800-999-TRIP for more information and reservations.

Adapted from *New Interchange Workbook 2*, 2000

T / F

- | | |
|---|--------------------------|
| 1. Beijing is China's largest city. | <input type="checkbox"/> |
| 2. Shanghai is the most modern city in China. | <input type="checkbox"/> |
| 3. Both Shanghai and Beijing have beautiful temples. | <input type="checkbox"/> |
| 4. Temple of the Jade Buddha is constructed entirely of wood. | <input type="checkbox"/> |
| 5. No machine was used to erect the Great Wall of China. | <input type="checkbox"/> |
| 6. The top of the Great Wall is wider than its base. | <input type="checkbox"/> |
| 7. Mount Badaling isn't far from Beijing. | <input type="checkbox"/> |
| 8. There are many watchtowers in Shanghai. | <input type="checkbox"/> |

Table 4.1.37 analysis of reading exercise activity 8 page 121-122 unit 5

No	Aspects of Evaluation	Analysis
1	Aim	The aim of this exercise is to know how the students can get the information from the texts.
2	Type of text	Descriptive text.
3	Relevance with KTSP Curriculum of Senior High School Grade X	The descriptive text is stated in reading material curriculum. This exercise is relevant with KTSP Curriculum.
4	Type of reading exercise	The text is completed with some True / false items.

38. Exercise of activity 1 page 140 Chapter 6

Activity 1

Answer these questions orally.



Source: Publisher's Documentation

1. Do you have the habit of reading any newspaper or magazine?
2. Which do you usually read: newspaper or magazine? Why?
3. What kind of newspaper/magazine do you read?
4. Do you also read English newspaper/magazine? Why?
5. Of the three kinds of newspaper/magazine in the pictures, which one do you prefer to read? Why?

Table 4.1.38 analysis of reading exercise activity 1 page 140 unit 6

No	Aspects of Evaluation	Analysis
1	Aim	The aim of this exercise is to give a stimulus for News Item Texts.
2	Type of text	Recount
3	Relevance with KTSP Curriculum of Senior High School Grade X	The stimulus for News Item Text is stated in reading material curriculum. This exercise relevant with KTSP Curriculum.
4	Type of reading exercise	Short-answer questions.

39. Exercise of activity 2 page 140 Chapter 6

Activity 2

Ask your classmates and fill in the name of those doing the following activities.

No	Activities	Name	Kind of news
1.	Read a daily newspaper	_____	_____
2.	Read a weekly news magazine	_____	_____
3.	Listen to news on the radio	_____	_____
4.	Watch cable network news	_____	_____
5.	Watch news on the TV	_____	_____
6.	Read news on the Internet	_____	_____
7.	Read news on a school bulletin	_____	_____

Table 4.1.39 analysis of reading exercise activity 2 page 140 unit 6

No	Aspects of Evaluation	Analysis
1	Aim	The aim of this exercise is to give warming up about News Item Texts.
2	Type of text	Recount
3	Relevance with KTSP Curriculum of Senior	The warming up about News Item Text is stated in reading material

	High School Grade X	curriculum. This exercise is relevant with KTSP Curriculum.
4	Type of reading exercise	Completion item tests.

40. Exercise of activity 3 page 141 Chapter 6

Activity 3

Read and study the following text. Pay attention to the structure of news item text.

Seven Killed in Accident on Jalan Sultan

newsworthy event

background event

source

Seven people were killed in a collision between a bus, a car and a truck at 10:35 p.m. on Jalan Sultan last night. The dead were all passengers in the car. Police believe the car may have been trying to overtake the bus when it was struck by a truck coming from the opposite direction. The driver of the car may not have been using his lights, as the truck driver said he did not see the car approaching.

The police said the car should not have been trying to pass the bus, since overtaking is not allowed on Jalan Sultan. In addition, the police reported that the car—a small Japanese car—should not have been carrying more than five people. The names of the victims are not yet known.

Taken from www.thejakartapost.com

The structure of news item text is divided into three parts. The first part is newsworthy events that consists of recount of the event in summary form. The second part is background events. This part includes the elaboration of what happened, to whom and in what circumstances. The last part is source that consists of comments by participants, witnesses and authorities experts on the event.

Table 4.1.40 analysis of reading exercise activity 3 page 141 unit 6

No	Aspects of Evaluation	Analysis
1	Aim	The aim of this exercise is to know the students' understanding about the structure of News item Texts.
2	Type of text	News Item Text.
3	Relevance with KTSP Curriculum of Senior High School Grade X	News Item Text is stated in reading material curriculum. This exercise is relevant with KTSP Curriculum.
4	Type of reading exercise	Long-answer question

41. Exercise of activity 4 page 141 Chapter 6

Activity 4

State whether the following statements are true or false based on Activity 3.

- (T/F)
1. The bus must have been travelling too fast. ☐
 2. The driver of the car must have been driving dangerously. ☐
 3. The driver of the truck may not have been driving carefully. ☐
 4. The bus was struck by the truck. ☐
 5. The bus and the car were in the same direction. ☐
 6. To overtake is forbidden on Jalan Sultan. ☐

Table 4.1.41 analysis of reading exercise activity 4 page 141 unit 6

No	Aspects of Evaluation	Analysis
1	Aim	The aim of this exercise is to know the students' understanding about the information from the texts.
2	Type of text	News Item Text
3	Relevance with KTSP Curriculum of Senior High School Grade X	The exercise is about the information from News Item that is stated in reading material curriculum. This exercise is relevant with KTSP

		Curriculum.
4	Type of reading exercise	True / False Items.

42. Exercise of activity 5 page 142-143 Chapter 6

Activity 5

Choose the correct answer to the following questions based on the text.



Source: www.football-wallpapers.com

The soccer star David Beckham and his wife, former Spice Girl Victoria, are going to court to defend their image and marriage. The Beckhams are angry that a British tabloid newspaper printed a story that their "happy marriage" was a lie. The News of the World wrote an article saying the Beckhams are just pretending to be happily married to make more money from their

"Beckham brand". The newspaper said the marriage was really "on the rocks" because of a relationship David had with another woman. He strongly denies this.

The newspaper article suggested that the Beckhams' huge income depended on their public image. It said the couple tried to convince the public that their marriage was happy to get more advertising contracts. The article also said David almost had a nervous breakdown because of arguments with his wife. A lawyer for the newspaper commented on the high profile marriage, asking: "Is it unhappy, full of rows and tensions because of David Beckham's infidelity, or is it happy? We say unhappy." The Beckhams, meanwhile, insist they are a happily married couple.

Taken from www.breakingnewsenglish.com

- The Beckhams huge income is depended on their
 - news
 - image
 - contracts
 - marriage
 - lifestyle
- According to the newspaper, the Beckhams marriage was unhappy because of David Beckham's
 - affair
 - income
 - profession
 - public image
 - free kick

3. The marriage was really "on the rocks" (Paragraph 1 sentence 4)
The phrase "on the rocks" means that the Beckhams marriage is in a condition.
 - a. bad
 - b. good
 - c. strong
 - d. happy
 - e. strange
4. The Beckhams' huge income (Paragraph 2 sentence 1)
The word *huge* means
 - a. large
 - b. high
 - c. wide
 - d. big
 - e. small
5. David almost had a nervous breakdown because of arguments with his wife (Paragraph 2 sentence 3)
The word *arguments* means
 - a. fight
 - b. angry
 - c. marriage
 - d. discussion
 - e. exercise

Table 4.1.42 analysis of reading exercise activity 5 page 142-143 unit 6

No	Aspects of Evaluation	Analysis
1	Aim	The aim of this exercise is to know the students' understanding about News Item Text and information of the text.
2	Type of text	News item Text.
3	Relevance with KTSP Curriculum of Senior	News item text is stated in reading material curriculum. This exercise is

	High School Grade X	relevant with KTSP Curriculum.
4	Type of reading exercise	The text is followed with some questions, named Multiple Choice items.

43. Exercise of activity 6 page 143 Chapter 6

Activity 6

Read the following words taken from text and find the synonyms.

1. former
2. court
3. article
4. tensions
5. insist
6. lawyer
7. pretend
8. convince
9. contracts
10. advertise

Table 4.1.43 analysis of reading exercise activity 6 page 143 unit 6

No	Aspects of Evaluation	Analysis
1	Aim	The aim of this exercise is to know the students' ability about the synonym of some words.
2	Type of text	News Item Texts
3	Relevance with KTSP Curriculum of Senior High School Grade X	The words are related with News Item Text, that is stated in reading material curriculum. This exercise is relevant with KTSP Curriculum.
4	Type of reading exercise	Short-answer Question

44. Exercise of activity 7 page 144 Chapter 6

Activity 7

Answer the questions by looking through the following news items. Then, identify the structure of the text. Do it individually.

1. Do you think a man or a woman has been arrested? Why do you think so?
2. Which ministry has this person been working for?
3. Where was the microphone found?
4. Have the authorities had their suspicions about this person for some time?

1

A Spy at the Ministry!

The Ministry of Defence was in turmoil yesterday after it was learnt that a secretary had been arrested and accused of spying. The secretary has been working for scientists who have secret information regarding germ warfare.

Rumours spread like wildfire and employees were instructed not to talk to the press. However, our reporter was told: "At least one hidden microphone was found in a room where top scientists meet. The discussions held in that room would obviously be of great interest to a foreign power."

Taken from English Form, 1990

2

Secretary Arrested at Ministry of Defence

Rumours that a secretary working for the Ministry of Defence has been arrested were confirmed last night. It is believed that this person knows about research work being carried out on germ warfare.

A spokesman for the Ministry of Defence said: "A secretary has been watching this person for some weeks."

The exact nature of the charge has not been revealed, but it is understood that a microphone was found under a piece of furniture in a room where important meetings are held.

Taken from English Form, 1990

Table 4.1.44 analysis of reading exercise activity 7 page 144 unit 6

No	Aspects of Evaluation	Analysis
1	Aim	The aim of this exercise is to know the students' understanding about News item text and the information.

2	Type of text	News Item text.
3	Relevance with KTSP Curriculum of Senior High School Grade X	News Item text is stated in reading material curriculum. This exercise is relevant with KTSP Curriculum.
4	Type of reading exercise	The text is begun with some questions, named Short-answer questions.

45. Exercise of activity 8 page 145 Chapter 6

Activity 8

Read the news in Activity 7 once again and answer the following questions.

Questions 1 to 3 are based on the first news item.

1. Who had been arrested?
2. What is the person accused of?
3. What was told to the reporter of the news?

Questions 4 to 6 are based on the second news item.

4. When was the rumours confirmed.
5. What did the person know?
6. What was found in the meeting room?

Table 4.1.45 analysis of reading exercise activity 8 page 145 unit 6

No	Aspects of Evaluation	Analysis
1	Aim	The aim of this exercise is to know how far the students get information from the News.
2	Type of text	News item text
3	Relevance with KTSP Curriculum of Senior High School Grade X	The questions are about the News Item Texts that are stated in reading material curriculum. This exercise is relevant with KTSP Curriculum.
4	Type of reading exercise	Long-answer questions.

B. The Analysis of Reading Exercise in “Developing English Competencies 1“, an English Course for Senior High School Students Grade X Published by Pusat Perbukuan Departemen Pendidikan Nasional in Term of Reading Exercise.

After the writer analyze the reading exercises in “Developing English Competencies 1” 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 structure 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 45 exercises, 12 exercises are in *Recount Texts*, 11 exercises are in *Narrative Texts*, 5 exercises are in *Procedure Texts*, 11 exercises are in *Descriptive Texts* and 6 exercises are in *News Item Texts*

3. Relevance with KTSP Curriculum

All of exercises are covered in reading materials of KTSP curriculum, the written texts in *Recount*, *Narrative*, *Procedure*, *Descriptive*, *News Item*, *Passive* and *Reported Speech*. *Passive voice* and *Reported speech* are not covered in “Developing English Competencies 1” for Senior High School Grade X.

From this analysis, the writer concludes that the exercises in the textbook are relevant with KTSP curriculum, because most of materials are covered in the textbook, only two of them that are not covered there, while it is better that all materials are used in the textbook.

4. Type of Reading Exercise

Type of reading exercise are *Matching Tests*, *True/False Reading Tests*, *Multiple Choice Item Tests*, *Completion Item Tests* and *Short or*

Long Answer Questions.

The result of reading exercise analysis shows that there is 1 exercise in *Matching Tests*, 4 exercises are in *True/False reading tests*, 3 exercises are in *Multiple Choice Item Tests*, 4 exercises are in *Completion Item Tests*, 16 exercises are in *Short-answer questions* and 17 exercises are in *Long-answer questions*. From this result shows that all the type of reading exercises are covered in “Developing English Competencies 1”.