AN ANALYSIS ON TEXT TYPES OF READING TEXTS IN NATIONAL EXAMINATION

THESIS

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MALANG
2014

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THESIS

Presented to

State Islamic University of Maulana Malik Ibrahim Malang in partial fulfillment of the requirement for the degree of *Sarjana Sastra* (S.S)

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MALANG
2014

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STATEMENT OF AUTHENTICITY

I declare that this thesis accomplishes the requirement for the degree of Sarjana Sastra (S.S) in English Language and Letters Department, Faculty of Humanities State Islamic University of Maulana Malik Ibrahim Malang entitled "An Analysis on Text Types of Reading Texts in National Examination" is truly my original work. It does not incorporate to any material previously written or published by another person, except those indicated in quotation and references. Due to that fact, I am the only person responsible for any objection or claim for others.
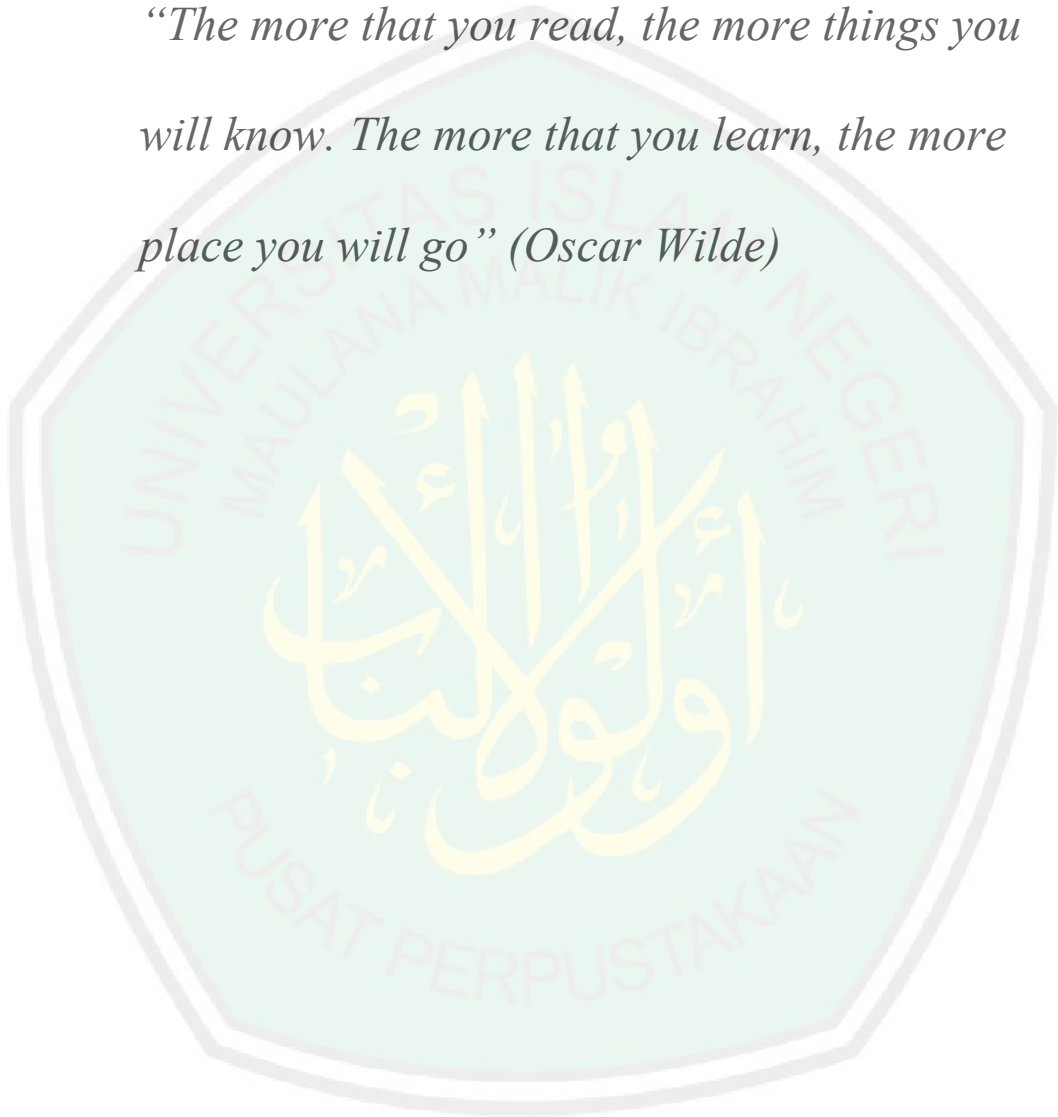
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Siti Masitha Isnaini

MOTTO

"The more that you read, the more things you will know. The more that you learn, the more place you will go" (Oscar Wilde)

DEDICATION

This thesis is especially dedicated to

My Beloved Father (Bapak Isnaini Umar)

And Mother (Ibu Siti Ra'uf)

My Lovely Brothers and sister (Moh.Anwar, Mutamil, Ainul, and Umbro)

For their Care and Pray,

And Also to All of My Family,
Thanks for Everything.

ACKNOWLEDGEMENT

بِسْمِ ٱللَّهِ ٱلرَّحْمَـٰنِ ٱلرَّحِيمِ

In the name of Allah S.W.T for His Beneficent and Merciful, The Lord of Universe who has given an inspiration and bless to the writer so that she can finish writing this thesis and entitled "An Analysis on Text Types of Reading Texts in National Examination" as the requirement for the degree of *Sarjana Sastra*. *Shalawat* and *salam* always be devoted to our Prophet Muhammad S.A.W (Praise be upon him) that guides the humanity from the darkness to the lightness by mean of Islam as our beloved religion.

First of all, I would like to thank Galuh Nur Rohmah, M.Pd,M.Ed as my advisor who has given me guidance, advices, and suggestions which help me to finish my thesis. And also, thank to the lecturers at the English Language and Letters Department who has dealt out their knowledge during my study at this University.

Finally, I sincerely thank to my parents, family and friends, who provide advices and financial support. This research paper would not be possible without them.

Malang, 03 March 2014

Siti Masitha Isnini

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ABSTRACT

Isnaini, Siti Masitha. 2014. *An Analysis on Text Types of Reading Texts in National Examination*. Thesis. English Language and Letters Department, Faculty of Humanities, State Islamic University of Maulana Malik Ibrahim Malang.

Advisor   : Galuh Nur Rohmah, M.Pd, M.Ed

Key Words   : Text, Text Types, Reading Texts

This study studies about text types of reading texts in National Examination at Junior High School. Text types has a typical structure that can be recognized by user of our language system. This study is very important because it helps to raise comprehend how we are use these structured in order to help us to understanding texts. Furthermore, this study is focused an analyzing text types of reading texts in national examination in the academic year 2011 because English national examination 2011 is still up to date.

In order to bring this study into its purpose, the writer formulates two problems: (1) what are the text types of reading text in national examination and (2) how do the text types describe the whole reading text. The objectives of this study are describing the text types of reading text and describe how the text types describe the whole reading text in national examination academic year 2011.

A descriptive qualitative method is used to conduct this study because this study closely related to the form of texts of reading text in national examination, with browsed in www.ijiannasional.org. The instruments of this study are the writer herself because in this study she spent great deal of time to collect and analyze the data in accordance with the text types. The writer uses some ways to collect and analyze the data, namely; read and understand, select and classify data. After collecting the data, the writer analyzes the data using some steps, namely; find out and categorize the data, analyze and interpreted the data, and conclude the result of analysis.

From the result and discussion of her analysis, the writer concluded that four types of text were found in the reading texts of National Examination. The text types found included information report text, it usually describe something in general, not a specific participant in reading texts. Narrative text, it usually describes text to introduces conflict and how to solve the conflict. It is always appear as a hard portrait of participants of a story. Recount text, it describes about series of past events in details in reading text. And procedure text, it describes about the ways to do or to make something by steps in reading text. It usually gives point to make something by use of time words or number and action verb.

Based on the discussion above, the writer would like to suggest to the further researcher who want to analyze the same topic of this thesis. They should do better and use other theories that can support and complete the theories of the writer used. Finally, the writer hopes that this thesis will be useful for the reader and researcher who want to make a research in the same topic with broader analysis, but on different aspect.

ABSTRAK

Isnaini, Siti Masitha. 2014. *Analisis Jenis-Jenis Teks dalam Membaca Teks di Ujian Nasional* Skripsi. Bahasa dan Sastra Inggris, fakultas Humaniora, Univeritas Islam Negri Maulana Malik Ibrahim Malang.

Pembimbing   : Galuh Nur Rohmah, M.Pd, M.Ed

Kata Kunci   : Teks, Jenis-Jenis Teks, Membaca Teks

Penelitian ini mempelajari tentang jenis-jenis teks dalam membaca teks di Ujian Nasional pada SMP. Jenis-jenis teks memiliki struktur khas yang dapat dikenali oleh pengguna sistem bahasa kita. Penelitian ini sangat penting karena membantu meningkatkan untuk memahami tentang bagaimana kita menggunakan struktur itu dalam rangka untuk membantu kita memahami teks. Selain itu, penelitian ini fokus pada analisis jenis-jenis teks dalam membaca teks di Ujian Nasional pada tahun akademik 2011 karena ujian Nasional bahasa inggris tahun 2011 masih bahasa Inggris nasional pemeriksaan 2011 masih up to date.

Dalam rangka untuk menjawab tujuan dari penelitian ini, penulis merumuskan dua masalah: (1) apa saja jenis-jenis teks dalam membaca teks di ujian nasional dan (2) bagaimana jenis-jenis teks menggambarkan teks bacaan secara keseluruhan. Tujuan dari penelitian ini adalah menggambarkan jenis-jenis teks dalam membaca teks dan menjelaskan bagaimana jenis-jenis teks menggambarkan teks bacaan dalam keseluruhan dalam ujian nasional tahun ajaran 2011.

Penelitian ini menggunakan metode deskriptif kualitatif karena data dalam penelitian ini adalah berupa teks dalam teks bacaan di ujian nasional , data tersebut diambil dari www.ujiannasional.org. Instrumen penelitian ini adalah penulis sendiri karena dalam penelitian ini dia menghabiskan banyak waktu untuk mengumpulkan dan menganalisis data sesuai dengan jenis-jenis teks. Penulis menggunakan beberapa cara untuk mengumpulkan dan menganalisis data, yaitu; membaca dan memahami, memilih dan mengklasifikasikan data. Setelah mengumpulkan data, penulis menganalisis data menggunakan beberapa langkah, yaitu; menemukan dan mengkategorikan data, menganalisis dan menafsirkan data, dan menyimpulkan hasil analisis.

Dari hasil dan pembahasan analisis di atas, penulis menyimpulkan bahwa ada empat jenis-jenis teks yang ditemukan dalam teks bacaan di Ujian Nasional. Jenis teks yang ditemukan adalah teks laporan informasi, biasanya menggambarkan sesuatu secara umum, bukan peserta tertentu dalam teks bacaan. Teks naratif, biasanya menggambarkan teks untuk memperkenalkan masalah dan bagaimana menyelesaikan masalah tersebut. Teks recount, biasanya menjelaskan tentang serangkaian peristiwa masa lalu secara rinci dalam teks bacaan. Dan teks prosedur, biasanya menggambarkan tentang cara untuk melakukan atau membuat sesuatu dengan langkah-langkah dalam teks bacaan. Biasanya memberikan titik untuk membuat sesuatu dengan menggunakan kata-kata waktu atau jumlah dan kata kerja tindakan.

Berdasarkan pembahasan di atas, penulis ingin menyarankan kepada peneliti selanjutnya yang ingin menganalisis topik yang sama dari tesis ini. Mereka harus lebih baik dan menggunakan teori-teori lain yang dapat mendukung dan melengkapi teori-teori yang digunakan penulis ini. Akhirnya, penulis berharap bahwa skripsi ini dapat bermanfaat bagi pembaca dan peneliti yang ingin melakukan penelitian dengan topik yang sama dengan analisis yang lebih luas lagi, tetapi pada aspek yang berbeda .

CHAPTER I

INTRODUCTION

This section presents background of the study, statement of problems, objectives of the study, significances of the study, scope and limitation of study, and the definitions of the key terms. This chapter also covers the research method.

1.1 Background of the Study

Language plays an important role in the society. It is important means to communicate with other. The language which is frequently used in international communication is English. English is an international language used for communication with other people from different country. The importance of English in communication nowdays raises high demand to learn and master English, including students of junior high school. Students are expected to master four English language skills. Those are listening, speaking, reading, and writing. Among the four skills, the research is emphasized on reading.

One of ways to have good reading skill is through understanding its text type. Beaugrande and Dressler (1981:186) state that: "text types are a set for producing and processing text occurrences, and hence acts as a prominent determine of efficiency, effectiveness, and appropriateness. Moreover, text types are classes of text which share certain structural and functional elements and have developed conventionalized patterns with a high level of usage. These text types

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are used to tell us about human experiences, usually in an imaginative way (Mark and Kathy Anderson, 1998).

Text types are a very important aspect to study, it helps raise comprehend how we are capable of producing and understanding texts, then it is imperative that we do not only define text, but also that we describe all of its possible manifestations. It is important to note that these text types are somewhat idealized for teaching purposes. In real life, we often find 'mixed' text. A narrative, for example, might include a description of the setting; a procedure for an investigation might conclude with an explanation of the scientific principle involved.

When students understand that different types of texts exist, texts serve different purposes, texts are typically structured in particular ways and texts have characteristic grammar features. Then students are in a better position to create and manipulate texts and combine elements in a purposeful way. It is no intended that all text types be taught fully and systematically in each stage. Teacher will focus on those that are the most relevant to the content of their program. It is probable; however, that most of the text types will be encountered to some degree across they key learning areas.

Texts are pieces of written or spoken language created for a particular purpose and context. Spoken text often jointly constructed (only happens in published letters between correspondents) and two or more people can shape spoken texts. While, written texts more planned structured, grammatically correct,

clear layout and shapes only by author. Karatay (2007:17) stated that text is a meaningful, logical and related structure composed of all structures based on language.

According to Mark and Kathy Anderson (1998), text types can divide into different types. There are two main types of text: literary and factual. Literary text is used to tell us about human experiences, usually in an imagination way. Its purpose is to make the readers and listeners think, laugh, and cry. Elements of literary text such as pictures, facial experiences, etc can be employed by the narrator communicating the meaning. The example of literary texts is narratives, dramatic, novels, song lyrics and response. Factual text presents information or idea. The purpose of this type is to inform, instruct, educate or persuade the reader or listener. The examples of factual text types are explanation, information report, discussion, exposition, recount, factual description, and procedure. Those text types are also commonly found in reading test like National Examination.

The researcher analyzes the text types in National Examination reading text as the way to give description about the importance of improving reading skill through the text types. National examination has two sections; they are listening and reading sections. But in this research, the researcher has chosen reading section. In reading section, there are texts of paragraph followed by one or two question and sometimes more than that. The texts sometimes are in the form of paragraph, story and conversation. In reading section, the texts are accurately stated on the paper of national examination, so they can read and re-read the text of passage until them understanding and get the answer of the question.

And also, studying this strengthens that text types is inseparable part of a text, for example reading text in National Examination presents different text such as narrative text, procedure text, recount text, and other. Those text types influence the way the readers understand the content. Hence, the researcher believes that text types are an important topic to be studied from these following reasons: first, studying text types, English learners will have contact with the basic way of comprehending the text. Second, studying text types can enrich students' knowledge on text organization or the rhetoric which becomes important aspect in reading. Third, studying text types is very important to bring out the message.

This study chosen English reading text in national examination of junior high school in 2011 academic year because the findings are very useful for the teachers and the students. Teacher can be confident that their students are better able to create and interpret texts in real life and handle information as a reader, writer, receiver, speaker or listener for a range of purpose. Students learn to identify and analyze text types which helps students navigate the types of text presented within literary and factual text. As a follow up, having students write paragraphs that follow common text types helps students recognize these text types when they are reading. Text types refer to how the information within a written text is organized. This strategy helps students understand that a text might present a main idea and details; a cause and then its effects; and/or different views of a topic.

This study also suggests the students to explore the text types and explicitly learn about text types when reading. Therefore, they will be good reader

and finally they will love reading. They will also aware of the importance of holistic reading as stated in the Qur'an on Surah Al-Alaq verse 1:

اقْرَأْ بِٱسْمِ رَبِّكَ ٱلَّذِى خَلَقَ ۞

Meaning:"read! In the name of Thy Lord and Cherisher, who created".

There are some previous studies related to this present study. Ling (2008) studied on gender, passage content and text types in reading comprehension among ESL learners. He examined the affect of gender, passage content and text types on reading comprehension performance among ESL learners upper secondary school in Malaysia.

Marina Santini (2005) studied on Gradations of text types in Web Pages used by corpus of the system capable of automatically deriving the gradations of four text types; descriptive/narrative, explicatory/informational, argumentative/persuasive, and instructional from web pages by using the theory of Biber.

Sahin (journal, Agustus 2013, Volume 24, No. 1. pp. 57–67) studied on the effect of text types on reading comprehension. It is determine the effect of narrative and informative text types on reading comprehension levels of primary education 4th and 5th grade students.

Finally, based on the previous study above, most studies discusses about text types in different topics. This study discusses about text types of reading texts in English national examination is important to analyze since it is very useful to increase the student's reading skill. Therefore the researcher intends to analyze

text types of reading texts in national examination. Anderson theory of types of text is chosen to analyze the data because it has complete categories of text types.

1.2 Problems of the Study

Based on the background of the study above, this study is conducted to answer the following problems:

1) What are the text types of reading texts in National Examination?

2) How do the text types describe the whole reading texts?

1.3 Objectives of the Study

Concerning with the previous problems of the study, the objectives of the study are:

1) To describe the text types of reading texts in National Examination

2) To describe how the text types describe the whole reading texts.

1.4 Significance of the Study

The finding of this research is supposed to give both theoretical and practical contribution. Theoretically, the study is intended to broaden the theoretical aspects on text types and its representation in the whole text. It is also expected to give clear description about text types.

Practically, this finding also hopes that it is able to enrich students' practical knowledge on how to comprehend a text. For the English teachers, it is expected that they can explain to the students about how to identify the text types as the way to get better comprehension. For the students, it is expected that they will understand more about the text types that are often used in national

examination. It also raised readers' awareness on the importance knowing text types in reading activity.The last, for the next researchers; this study is expected to be a resource to conduct other relevant researches.

1.5 Scope and Limitation of the Study

The scope of this study is analyzing on text types of reading texts in National examination. This study is intended to identify, classify, and analyze the text types used in English national examination reading texts of Junior High School.

This study is limited on reading section in English national examination of Junior High School in Indonesia in the academic year 2011.

1.6 Definition of the Key Terms

To avoid misunderstanding about some basic concepts of this study, there are some explanations that can help the reader to understand the key terms used in this study:

1. Text is the main written or printed part of a book or page and the written form of a speech, an article and form or written material such as National Examination.

2. Text types are used here to refer to texts grouped as of one kind according external criteria.

3. Reading text is a text which is handled by student or teacher to help their learning process.

4. National Examination is a part of education process in Indonesia. This activity is aimed for all of the students in elementary school, junior high school and senior high school.

1.7 Research Method

This section presents the method in conducting this study. They are research design, data source, data instrument, data collection, and data analysis.

1.7.1 Research Design

This research is designed to get information concerning the text to explore the type of text and how do the text types describe the whole reading texts in national examination of junior high school in academic 2011. The research design of this study is descriptive qualitative because the researcher interpreted and discussed the data descriptively and the data are in the form of texts rather than number.

This data of this research is the text types of reading texts in national examination. It was analyzed by using Mark and Kathy Anderson's theory of text types. Regarding the object of the study the researcher considered that this study was analyzed by a descriptive qualitative method since this study to find out, define and describe kinds of text and to explain how the text types whole reading texts.

1.7.2 Data and Data Source

The data of this research is text of reading texts in national examination because from the reading texts the researcher can analyze the text of reading texts

in national examinatin which is included into the classification of text types. It means that the researcher tried to find the qualified data.

The source of data in this research is the reading text in National Examination which were downladed from source www.ujiannasional.org. The researcher obtained the data from transcript of reading text in English national examination of junior high school in academic year 2011. The numbers of texts which are analyzed 8 texts of 10 texts.

1.7.3 Data Instrument

The main instrument of this research is the researcher herself. It means that the researcher directly involved in collecting, identifying, analyzing, and discussing the data. There is no other research instrument to obtain the data.

1.7.4 Data Collection

In order to get the data, the researcher followed some steps of data collection as follows. Firstly, the researcher downloaded the PDF of English national examination. Secondly, the researcher read the texts to understand the short story of conversation. The third, the researcher tried to transcribe the texts and also selected and classified the data up referring to the statements of the problems. Finally, the researcher arranged the data systematically in accordance with the statements of the problems.

1.7.5 Data Analysis

After obtaining the data from the data source, they were analyzed in the following steps. First, the researcher identified the data from the script of reading test in national examination, whether they belong to any kinds of text based on

Mark and Kathy Anderson's theory. Second the researcher categorized the sentences or words into kinds of text types based Mark and Kathy Anderson's theory. Fourth, the researcher analyzed the sentences or words that found and content of any aspect of text types inside based on Anderson's theory. Next, discussion of the research finding, to do the possible analysis on text types whole reading text by Mark and Kathy Anderson was classified as a whole result. Finally, the general conclusion related to the theory was made.

CHAPTER II

REVIEW OF RELATED LITERATURE

2.1 Definition of Text

We live in a world of word. When words are put together to communicate a meaning a pieces of text is created. A text is a body of language; it could consist of a single word like 'Ladies or Gentlemen' on a toilet door right up to a complete book and can be either written or spoke. Text is the main written or printed part of a book and the written form of speech, or article and any form of written material. Hartman and Hartman (1996) states that: "the text is to express an opinion or experience in writing. When we analyze it, we analyze the product of this process, and the term 'text' is usually taken as referring to the product".

> Dalam konteks ini, teks dapat disamakan dengan naskah, yaitu semacam bahan tulisan yang berisi materi tertentu, seperti naskah mater kuliah, pidato atau lainnya. Analisis linguistic teks langsung mengandaikan objek kajiannya berupa bentuk formal bahasa, yaitu kosa kata dana kalimat. Sebenarnya, teks adalah esensi wujud bahasa. Dengan kata lain, teks direalisasi dalam bentuk "wacana"
> (Dede Oetomo, 1993:4)

Talking about texts should be integrated with other types of responses to texts. For example students could identify and build word families from the texts that they are reading. They could discusses how these families build subject matter in a text. They could identify the nouns referred to by particular pronounces and note how these noun pronounce links run throught a text.

Function text is text that has a specific function and purpose and in a simple. It is a text that explains something or that tells you how to do something. Function text is used for everyday information. For example, if I want to make a

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cake then I would read a recipe to make a cake. These are some example of functional text and also the purpose of these examples of functional text.

Moreover, Mark and Kathy Anderson (1998) state that: "Texts are pieces of spoken or written language created for a particular purpose". The particular purpose is text types. Text types are classes of text which share certain structural and functional elements and have developed conventionalised patterns with a high level of the usage. Beaugrande (1985:197) states that: "a text type is a distinctive configuration of relational dominances obtaining between or among elements of: (1) the surface text; (2) the textual world; (3) stored knowledge patterns; and (4) a situation of occurrence". In other words, the texts that you read belong to different types.

One aspect of understanding a text is awareness of what type it belongs to. Text types is also a useful concept to think about when you are writing your own academic text and looking for inspiration from the texts you have to write a term paper or a home examination. You should aim to create a text that is more in the style of an article than of a chapter in a textbook, i.e., your text should consist primarily of argumentation or debate, rather than simply presenting factual knowledge.

Text is classified into some types. Mark and Kathy Anderson (1998) say that text type has a typical structure that can be recognized by users of our language system. Writers and speakers use these structureds in order to help the reader or listener understand the text. There are two main typess of text, literary and factual. Literary text is defined as a wide variety of imaginative and creative

writing that leads to the appreciation of the cultural heritages of students. Literary texts can make us laugh or cry, think about our own life or consider our beliefs. The type of literary text can be divided into three main text types: narrative, dramatic and response text.

Factual text types present information or ideas. The purpose of these texts is to inform, instruct, educate or persuade the listener or reader. The main text types in this types are explanation, information report, discussion, exposition, recount, factual description, procedure and procedural recount. But in this study the researcher explains only five of text types has found in reading test in national examination.

2.2 Types of Text

2.2.1 Literary Text

Literary texts include those spoken and written texts that explore and interpret human experience, usually in such a way as to evoke in the reader or listener a reflective, imaginative and/or emotional response. Literary texts are an important part of the English program. The engagement of a student with a literary text can be a powerful and evocative experience that shapes the student's imagination and thought.

While literary texts are commonly thought of in terms of books, they may also be transmitted through other media such as magazine, film, radio, television and computers and in different combination of media. There is a wide variety of literary texts, many of which may overlap, as in the case of narrative, drama, and response.

1. *Narrative text*

   The narrative text type is a tool to help human to organise their ideas and explore new ideas and experiences. Rebecca (2003) says that a narrative text is a text, which relates a series of logically and chronologically related events that are caused or experienced by factors. Narratives represent storied ways of knowing and communication (Hinchman and Hinchman, 1997). The ability to process the standard element of a narrative seems to be genetically hard wired into the human system; parents teach language to every young child by telling them stories.

   Embedded in the lives of the ordinary the marginalized, and the muted, personal narrative responds to the disintegration of mastery narratives as people make sense of experience, claim identities, and 'get a life' by telling and writing their stories. (Langellier, 2001:700)

   Anderson (1998) sates that a narrative is a text that tells a story and, in doing so, entertains the audience. The purpose of a narrative, other than providing entertainment, can be to make the audience/reader think about an issue, teach them a lesson, or excite their emotions. Written narratives often take the form of novels. Examples of narrative text are comedy, mystery, romance; horror is some of the commoner types. A poem can also be a narrative if it tells a story rather than just describing something. This text has following part explains there features:

a) *Structure Feature*

   The structure of narrative text consists of four parts: orientation, complication, resolution, and conclusion. Orientation means to

introduce the participants or the characters of the story with the time and place set. Orientation actually exists in every text types though it has different term. Complication is such the crisis of the story. If there is not the crisis, the story is not a narrative text. In a long story, the complication appears in several situations. It means that some time there is more than one complication. Resolution is the final series of the events which happen in the story. The resolution can be good or bad. The point is that it has been accomplished by the characters. Like complication, there are *major complication* and *minor complication*.

Source: www.english.unitechnology.ac

Example: ***Cinderella***

In this story, the first paragraph is clearly seen to introduce the participants of the Cinderella Story. They were Cinderella herself as the main character of the story, her step mother which treated Cinderella badly, and her steps sister who supported her mother to make Cinderella was treated very badly. Cinderella was introduced as a hero in this story. She struggled against the bad treatment from her step mother and sisters.

In this Cinderella story, we can see clearly that there are *Major Complication* and *Minor Complication*. The second paragraph is the major complication of this Cinderella story. Cinderella got bad treatment from her step mother. It is the bad crisis which drives into several minor complications which Cinderella has to overcome. The

resolution of this story is last paragraph, it is said that finally Cinderella

lived happily. It is the happy resolution of the bad treatment. (See

appendix)

Source: Text Type In English 2; Mark and Kathy Anderson; MACMILLAN; 1998

b) Language Feature

The language feature of narrative which consists of specific

participant (noun and adjective), action verb, time words (connect

events to tell when they occur), descriptive words (words to portray the

character and setting).

Example: **Cinderella**

*Once upon a time there was a **young girl named Cinderella** who*

lived with her stepmother and two stepsisters. The sentence ***Young***

named Cinderella is specific participant identify the character of the

story.

One day *the two stepsisters **received** an invitation to a ball that the*

*king's son was going to give **at the palace**.* **One day** is descriptive

words of time, **received** is action verb, and **at the palace** is descriptive

of place

Narratives are most common in English and other language

subjects where students read stories. They can be found in novels, short

stories, poems, and sometimes essays that contain characters, setting, plot,

and theme. Readers must carefully read all of the text in a narrative. When

an anecdote (a very short narrative often of someone's experience) is

included with another text type such as an explanation, it may be simply to

catch the reader's interest. In such cases, the anecdote is usually less

important.

Before students read a new text on an unfamiliar topic, they should

take a few minutes to preview the information that is available from the

text features to increase their background knowledge of the topic.

2. *Dramatic Text*

Drama is a literary text that depicts action via dialogues of acting

characters and authorial notes (i.e. description of physical action of actors,

place and time circumstances etc). (Zavodsky, 1966, p.4). One of the

specific sign of a dramatic text is its ambiguity from the point of view of

the approach of the audience. While watching a theater play, we are not

mere spectators but also listeners. Such kind of a duel parallel perception

does not appear in any other art than in the dramatic. In front of a picture,

building or a statue we are pure spectators, while watching a poetical or

musical piece we are pure listeners.

"Drama is a type of an artistic literature that depicts action and conflicts (i.e. actions that encounter resistance). Unlike a poet who states his emotions naturally, the author of a theatre play expresses his intentions via acting characters. A novel includes depictions of nature and ways of life as well as socially – psychological conflicts. A drama, on the other hand, develops the action in the form of dialogues of the characters and notes, describing the actions

and events. Dramatic dialogue is thus a bridge between two actions; it is a result of one action and cause of another." (Volkenštejn 1963, p.3)

A dramatic text uses acting to communicate ideas and experiences. Dramas can be spoken or written. They may have set lines or the actors can improvise (make up the lines as they go along). They purpose of drama is to express the dramatist's ideas so as to make the audience think about life. Drama uses dialogue (spoken words), actions and visual elements (facial expressions, costumes, set, etc.) to help communicate meaning. Examples of dramatic text are film scripts, soap opera, stage settings, improvisation, and street theater. This text has following part explains there features:

a. *Structure Feature*

Written dramatic often start with a title. The introductory paragraph or orientation. This paragraph introduces who, when, and where. The following body paragraphs will rising action; this paragraph explains events and interaction between characters. Next is climax, it is explains the high point of the drama. Following climax is falling act. This paragraph explains that what has the taken place during climax. And the last paragraph is conclusion; this paragraph is where the writer or speaker can give personal opinion about the topic or event. The writer or speaker may also comment about on topic.

Source: Text Type In English 3; Mark and Kathy Anderson; MACMILLAN; 1998

Example: **HATING ALISON ASHLEY-THE PLAY**

The source of the play is adapted from Robin Klein's novel (hating Alison Ashley) by Richard Tulloch. The first, second, and third paragraph is introductory information that gives the reader an orientation. The sentences Erica *Yuken* and *Alison Ashley* are character of this story. The fourth paragraph is production information. And the last paragraph is information about the character. (See appendix)

Source: Text Type In English 1; Mark and Kathy Anderson; MACMILLAN; 1998

b. *Language Feature*

Language feature of dramatic text which consists of proper nouns, past tense, timeless present tense, and technical terms.

Source: Text Type In English 1; Mark and Kathy Anderson; MACMILLAN; 1998

Example: **HATING ALISON ASHLEY-THE PLAY**

Yuken and *Ashley* are characters introduced. *Is* of second paragraph is timeless present tense. *As* of second paragraph is smile.

When one deals with dramatic texts one has to bear in mind that drama differs considerably from poetry or narrative in that it is usually written for the purpose of being performed on stage. Although plays exist which were mainly written for a reading audience, dramatic texts are generally meant to be transformed into another mode of presentation or medium: the theatre.

For this reason, dramatic texts even look differently compared to poetic or narrative texts. One distinguishes between the primary text, i.e.,

the main body of the play spoken by the characters, and secondary text, i.e., all the text 'surrounding' or accompanying the main text: title, dramatis personae, scene descriptions, stage directions for acting and speaking, etc.

3. *Response Text*

A response is a text that gives a person's response (judgment, opinion, reaction) to another such as a book, film or poem. The purpose of a response is to describe the artistic work and provide a judgment about it. Examples of response text are book reviews, movie reviews, CD review, television critics' response, and art critics' response. This text has following part explains there features:

a) *Structure feature*

The introductory paragraph of the text provides the context for the work. Details such as the name of the text, who wrote/painted it and when, and brief synopsis can be included in this section. The body paragraph includes description. This paragraph describes in detail key features or significant events in the text. The last is judgment. This paragraph provides a personal response to the text and can include some recommendation about the text

Example: **Toy Story**

The first paragraph is the opening paragraph that introduction (*toy story is one of Disney's popular films that uses amazing computer graphics to tell the story of a young boy, **Andy**, and his roomful of*

great toys that come to life). **Andy** in this paragraph is explains who. The second paragraph is description of the text being judged, giving information about what is in it and other details (*the plot centers on Andy's toys, included MR Potato Head and his favorite, Woody, who have their lives disturbed with the arrival of Buzz Light-year, a karate-chopping, flying spaceman*). And the third paragraph is a judgment about the text, which is the writer's personal response *(toy story is more than just amazing computer generated special effects*). (See appendix)

Source: Text Type In English 2; Mark and Kathy Anderson; MACMILLAN; 1998

b) *Language feature*

Language feature of response text consists of present tense, modality (words express judgments and writer attitudes), and descriptive words.

Example: **Toy Story**

Popular and *great* words are descriptive words. The word *have* and *is* in the second paragraph is words showing the response is present tense. And the *fun* in the third paragraph is words showing judgments.

This text has shown that students in reader response based on read more and make richer personal connections with texts than students using more traditional methods. They tend to be more tolerant of multiple interpretations, and because they learn techniques that help them recognize the ways in which their own arguments are formed, they are better

equipped to examine the arguments of others. In short, reader response helps students to become better critical readers.

2.2.2 Factual Text

Factual texts are those that present information, ideas or issue in such a way as to inform, instruct, and enlighten the reader or listener. Types of factual text such as explanation, exposition, information Report, recount, procedure, and discussion. Factual texts may be spoken or written. In spoken texts an important part of the meaning may derive from facial experience, from gesture or from the use of technology. In written texts, meaning is also contained in visual elements such as graphs, maps, diagrams, and labels.

Whether written or spoken, factual texts present their content from a particular perspective. However, their perspective or point of view of the writer or speaker may not be overtly stated. Although factual texts may purport to present accurate, objective information, they are not simply objective representations of reality. Rather, they are constructions of reality, created by a writer or speaker.

Many of the written texts that students will encounter in their schooling and indeed throughout their lives will be factual. Teacher to ensure that students are equipped with the skills and knowledge to create and interpret factual texts. Students need to learn about the ways in which these texts construct and present information and knowledge about subject. Students should be encouraged to explore the ways in which the factual texts they encounter are similar to and different from those described in the syllabus.

1. *Explanation Text*

Explanation text is a text which tells processes relating to forming of natural, social, scientific, and cultural phenomena. Explanation commonly uses the passive voice in building the text. It is used such as in a scientific written material. It is describe 'how' and 'why' about the forming of the phenomena or event happens. How to tornado is the example of explanation text. it uses passive pattern in describing the thing. This text has following part explains there features:

a) *Structure features*

An explanation can be written or spoken. When written, an explanation needs a title or heading. This will tell the reader what the text is about.

The introductory paragraph introduces the topic with a general statement. This paragraph explains what is covered in the text. The body paragraphs will use facts to help answer the question stated in the introduction. The body is also called the explanation sequence. This is the most important part on an explanation and should be well organized and easy to understand. And the conclusion ends the explanation. This paragraph is often used to re-state the problem and solution.

Example: **How a Spider's Web Forms**

A spider web looks delicate but it is very strong is General Statement. The second paragraph is explanation shows the processes because the

paragraph tells about how and why a spider's web forms. And the third paragraph is concluding. (*See appendix*).

www.tki.org.nz/r/assessment/exemp lars/eng/

b)   *Language feature*

The language feature of explanation text which consists of technical language, words show cause and effect (so, because, result in, causes), action verb, passive voice, and present tense.

Example: **How a Spider's Web Forms**

Looks in first paragraph is presents tense. *Spins* in second paragraph is action verb. *Is formed* in last paragraph is passive voice.

When you're writing explanations it is important to establish that the phenomenon exists and then explain why or how this came about. The writer should acquire a great deal of content knowledge before beginning the explanation. It is also important to research your subject to help you better understand it. Make sure you organize your information so that explanation is easy to understand. Explanations use facts to provide an answer to a problem or question. If there are a lot of technical terms it might be a good idea to put them into a glossary. A glossary of terms might also be part of an explanation. Glossaries are usually used for scientific or technical explanation.

2. *Procedure Text*

Procedure text is a text that show a process in order. Its social function is to describe how something is completely done through a sequence of series. Procedure is commonly called as an instruction text. It uses a pattern of command in building the structure and uses the "to infinitive verb" which is omitted the "to" as well. Procedure text describes about the ways to do or to make something by steps. It usually gives point to make something by use of time words or number and action verb. For example, **first** you do this, and **then** you do that. Each step must be clearly and explicitly written so that the reader can carry out the same activity.

Anderson (1998) says that a procedure, therefore, is a piece of text that gives us instructions for doing something. The purpose of a procedure text type is to explain how something can be done. Examples of procedure texts are Recipes, directions, instruction manuals. This text has following part explains there features:

a) *Structure feature*

Procedures must include all the information needed to achieve the end result. If part of the procedure is missing, then it will be very difficult to achieve the end product. Each procedure should have a title that states what the procedure is about.

Many procedures will have a short introduction. This paragraph usually outlines the goal of the procedure. Most procedures will have a list of equipment, materials or ingredients that are needed in order to achieve

the outcome. A baking recipe, for example, will have a list of ingredients and cooking materials that are needed. The steps of the procedure break down the process so it is easy to understand. All the steps are given in chronological order (in the order they need to be done).

Source: Text Type In English 1; Mark and Kathy Anderson; MACMILLAN; 1998

Example: **Mushroom Soup**

Mushroom soup is goal. List of materials required to complete the procedure is the *material of mushroom soup.* And the *procedure* is sequence of steps in the order they need to be completed. (See appendix)

Taken from International Cooking Recipes

b) *Language feature*

The language feature of procedure text which consists of technical language, sentences begin with verbs and commands, time words or numbers, and action verb.

Source: Text Type In English 3; Mark and Kathy Anderson; MACMILLAN; 1998

Example: **Mushroom Soup**

Pan of step 1 is sentence written as commands. *Add* of step 7 is sentence beginning with verbs.

When writing a procedure it is important that you do not forget any of the steps. The best way to write an accurate procedure is to actually do the procedure and take notes about the materials you used the order of the steps and what the final product should look like. A procedure should always be written in the present tense. Make sure that you include

measurements, the length of time and the order of the procedure. Always check your text for correct spelling, grammar and punctuation.

3. *Exposition Text*

An exposition is to advance or justify an argument or put forward a particular point of view. Exposition is to state a position with respect to an issue and argue a case for or against. Examples of exposition text are advertisements, editorials, spoken arguments, and legal defenses. This text has following part explains there features:

a) *Structure Feature*

Exposition can be either written or spoken. Often, an exposition is first written down before being presented orally. An exposition should have a title. This will introduce the topic of the text and may even show the writer's point on the topic.

The first paragraph is the introduction. This is where the writer states the topic that is addressed in the text. The introduction is important because this is where the writer established the point of view of the exposition. The following body paragraphs are used to make different points, called claims, about the topic. Each paragraph addresses one part of the exposition topic. Each paragraph will make a point, give the reason for that point and then provide evidence for that point.

And the last conclusion is used to re-state the writer's point of view on a certain topic. This is where the writer sums up the ideas discussed in

the text. A conclusion can also address and respond to another point of view on the topic.

Source: Text Type In English 3; Mark and Kathy Anderson; MACMILLAN; 1998

Example: **The Public Trustee is a Sound Investment**

The first and second paragraph is thesis: position. The third paragraph is arguments. And the last paragraph is conclusion.

http://www.readingonline.or/articles/writing/exposition1.htm

b) *Language feature*

The language feature of exposition text which consists of modality (attitude), emotive word (express feeling and thinking), verb having and being

Example: **The Public Trustee is a Sound Investment**

Dilemma of first paragraph, *efficient* and *qualified* of third paragraph is words that indicate writer's attitude. *Deciding* of first paragraph and *consider* of last paragraph is verbs of thinking and feeling. *Is* of first and second paragraph, *has* of third paragraph, and *are* of fourth paragraph is verbs of having and being.

Before writing an exposition you must first establish a topic and a point of view on that topic. It is then important to research that topic and find evidence and facts to help support your point of view. The structure of an exposition is important. Each body paragraph should have the following: a main point, your reason for that point and evidence to support that point. Make sure that your writing is easy to understand and that it is

relevant to the topic through the entire exposition. Always check your text for correct spelling, grammar and punctuation.

4. *Information Report Text*

Information report is contains a set of logical facts without any personal involvement (personal opinion) the authors. Anderson (1998) state that: "Information report is a piece of text that presents information about a subject. An information report is used as away to gain a better understanding about living or non-living subject. The subject is usually general rather than particular. The purpose of this text is to presents information about something in general, which includes a variety of things/object exist in nature phenomena around us. You would use this type of text if you had to give a lecture on a topic or write about such things as computers, sport or natural disasters. Example of information report text: lectures, references articles, textbook, and research assignment. This text has following part explains there features:

a) *Structure feature*

Formal written information reports usually follow a very specific. The first part of an information report is the title of the report. This will tell the reader what topic is covered in the report.

The first introductory paragraph, known as the classification, explains the aspects of the topic that will be covered in the report. The following information is contained in the body paragraph. This is where the topic of the report is covered in more detail. These paragraphs use

factual information to give the reader a better understanding of the topic. Often, these paragraphs are broken up by sub-headings to help organize the information.

The conclusion of an information report gives any final details or facts about the topic. It may also be used to review what the report was about.

Example: **SKIN**

The first paragraph is general opening statement with brief definition because the paragraph tells about the definition of skin. The second, third, and fourth paragraph is series of paragraphs about the subject with a new paragraph for each new topic because the each paragraph begins with a topic sentence. And the last paragraph is a conclusion that sums up the report. (*See appendix*)

Source: Text Type In English 2; Mark and Kathy Anderson; MACMILLAN; 1998

b) *Language feature*

The language feature of information report text which consists of technical language related to the subject, timeless present tense, and generalized term.

Example**: SKIN**

Skin is generic term, not any special skin. *Glabrous* of second paragraph is technical language. *Layers* of third paragraph is topic sentences preview what the paragraphs will be about. And *provides* of last paragraph is timeless present tense.

Before writing an information report you must first to choose the topic of the report. Then you will need to research the topic. Textbooks, websites, an encyclopedia and other information reports are good places to gather information. You might also want to look for pictures and diagrams to use in your report. Once you have the information, you will need to organize it into the structure of an information report. It is also important to make a list of any important words to use in the glossary. Information reports are generally written in the present tense.

When you have finished writing the report, read it again to make sure that is uses facts, gives details, and does not contain personal views. Always check your text for correct spelling, grammar and punctuation.

5. *Recount Text*

Recount text is used to relate experiences or retell events for the purpose of informing, entertaining or reflecting. This text is written with the purpose to reconstruct past experiences by retelling events and incidents in the order in which they have occurred. In exploring how text work (Derewinka, 1990:15-17) there are three types of recount text. They are personal recount, factual recount text, and imaginative text.

Personal recount is a recount that retelling of an activity that writer or speaker has been personally involved in (e.g. oral anecdote, diary entry). Language features of personal recount are: 1) Use of first pronoun

(I, we). 2) Personal responses to the events can be included, particularly at the end. 3) Details are often chosen to add interest or humor.

Factual recount is a recount that recording the particulars of an accident. (E.g. report of a science experiment, police report, 18 news report, historical recount). Language features of factual recount are: 1) Use of third person pronouns (he, she, it, they). 2) Details are usually selected to help the reader reconstruct the activity or incident accurately. 3) Sometimes the ending describes the outcome of the activity (e.g. in a science experiment).

Imaginative recount is applying factual knowledge to an imaginary role in order to interpret and recount events e.g. A Day in the Life of a Roman Slave, how I Discovered Radium. As a result, the students would be interested in studying English by using recount text in order to increase their mastery in using simple past tense.

According to Djuharie (2008), recount is a reconstruction of somthing which happened in the past. It is the unfolding sequence of event over time and the purpose is to tell what happened. Recount text begins by telling the reader who was involved, what happened, where these events look place and when it happened. The sequence of event is then described in some sorts of order, for instance a time order.

Anderson (1998) says that a recount is a piece of text that retells past events, usually in the order in which they happened. A recount tells about something that happened in the past. The details in a recount can

include what happened, who was involved, where it took place, when it happened and why it occurred. The purpose of a recount is to give the audience a description of what occurred and when it occurred. Examples of recount text are newspaper reports, conversations, speeches, television interviews, eyewitness accounts, and letters. This text has following part explains there features:

a) *Structure feature*

A well-structure recount includes details of the event or topic and personal opinions. Written recounts often start with a title. Letters and journal entries do not usually have a title. Oral recounts might have a title if you are giving a presentation. If you are just talking with friends a title is not usually needed.

The introductory paragraph, or orientation, of a written recount introduces the topic or event. This paragraph introduces who, what, where, when, why and possibly how. The following body paragraph will recount the sequence of event. This is where the recount is told in chronological order (the order that the events happened). The conclusion, or re-orientation, is where the writer or speaker can give personal opinions about the topic or event. The writer or speaker may also comment on how this event or topic may affect other things in the future.

Source: Text Type In English 1; Mark and Kathy Anderson; MACMILLAN; 1998

Example: **A POSTCARD**

The first paragraph is introduction that provides an orientation. We explain who in story, yesterday explains time (when) event was happened, to Movie World explains place (where) that event happened. The second, third, and fourth paragraph is sequence of events that retells the events in the order they occurred. And the last paragraph is a conclusion. (*See appendix*)

Source: Text Type In English 3; Mark and Kathy Anderson; MACMILLAN; 1998

b) *Language feature*

The language feature of exposition text which consists of proper nouns, descriptive words (who, what, when, where, and how), past tense, and words that show the order of events

Source: Text Type In English 1; Mark and Kathy Anderson; MACMILLAN; 1998

Example: **A POSTCARD**

Coast and *World* of the first paragraph, *Mum* and *Kelly* of third paragraph is proper nouns. *Morning* and *then* of second paragraph is words showing the order of events. It explains when the story is taking. And *saw* of third paragraph is past tense.

The factual information in a recount must be accurate. Recounts can also include the speaker's or writer's personal thoughts on the event or topic. Recounts are written in the past tense because they tell about something that has already happened. When writing your own recount, it is important to write everything down in the order that it happened. Use

words that show when something happened as well as action words to tell how it happened. You may also include other people's opinions on the topic or event. Always check your text for correct spelling, grammar and punctuation.

6. *Discussion Text*

Often you will have to make decisions about things. Before you decide if something is good or bad, you usually look at both sides. Many times in life we have to decide if we are for or against something. Other times we have to decide if something is right or wrong. Judges do this when they listen to evidence in the courts. When we speak or write about a topic and include both side of the case we are creating a discussion.

A discussion is used to show different point of view on a certain topic. A discussion usually includes reasons and evidence for each of the perspectives (view). A discussion can be used to share different views. It can be used to reach an outcome on a topic that has many different perspectives. Discussion can be spoken, such as a debate, or written, such as newspaper articles or group emails. The purpose of a discussion text is to present argument and information from differing viewpoints. Examples of discussion text are talkback radio, debates, essays, newspaper articles, and letters to the editor. This text has following part explains there features:

a) *Structure feature*

The structure of a discussion varies depending on what type of discussion it is. For discussions that are part of a conversation, the structure is usually relaxed. Each person gets a turn to speak while others listen. A debate is more structured so that the audience can follow it. A written discussion must also be structure so that the reader can follow it. Most discussions will have a title. This will tell the reader, or listener, the topic that will be discussed. The title is usually neutral and does not show any of the different perspectives.

The introductory paragraph includes the opening statement. This statement presents the topic and gives some facts about the topic. This is also where the author must say that there are many different opinions that will be discussed. The body paragraphs are used to present the discussion. Each paragraph should address a different perspective, or part of a perspective, on the topic. Each perspective should also be supported by reason and evidence. The conclusion is used to sum up the topic of discussion. The concluding statement presents any decision that have made about the topic. Sometimes a final decision is made, and sometimes there are several decisions that are made.

Source: Text Type In English 3; Mark and Kathy Anderson; MACMILLAN; 1998

Example: **Boxing By Kerry Williams**

The first paragraph is issue (*There was a lot of discussion about whether boxing should be banned*). The second and third paragraph is argument. And the last paragraph is concluding. (See appendix)

http://www.readingonline.or/articles/writing/discuss1.htm

b) *Language feature*

The language feature of discussion text consists of generic human participant, generic non human participant, simple present tense, modality, and mental verb.

Example: **Boxing By Kerry Williams**

People of second paragraph are generic human participant. Boxing of first paragraph is generic non human participant. *Should* of second and last paragraph is modality. *Believe* of third and *think* of last paragraph is mental verb.

First, you will need to pick a topic that you want to discuss. Then, you will need to decide how you want to present the discussion. You can write it down, give a speech, have a debate or hold a round table discussion. After you have decided on your topic, you will need to research the different point of view. It is important that each view is supported by reason and evidence. You may also want to include visual elements if they help make the discussion easier to understand. Always check your text for correct spelling, grammar and punctuation.

This text types will give students the opportunity to develop the skill of finding information to support their arguments and emphasizes the importance of anticipating arguments and responding to these.

2.3 The Function of Text Types in Reading Text

The second research problem of this study is: "How do the text types describe the whole Reading Text?" So, it is very essential to discuss about the use of text types in reading test of National examination in the academic year 2011. The following are the use of text types from the most to the less using. Reading is a very complex mental activity that contains vision, dubbing, thought, and rendition (Çelenk, 2001: 77). According to Akyol (2006:29) Reading is a dynamic inferring process that makes communication between writer and reader essential. Reading skill means students' reading texts they encounter in their daily lives properly and fluently by using right methods (Özbay, 2006: 5).

Knowing vary kinds of text types in reading text, the readers; especially students will know function types of text. Function of narrative text in reading is to tell stories or past events and entertain the readers. While recount text is to retell the story or to entertain the audience. Something which happened in the past is the main resource to compose both recount and narrative text.

The easiest way to catch the difference is analyzing the generic structure. Recount text is a text which retells events or experiences in the past in order of time or place; what happened on Sunday, then on Monday, the on Tuesday. In simple way, recount describes series of events in detail. It does not expose the

struggle on how to make them happen. The event happened smoothly. On the other hand, narrative introduces crises and how to solve them. Narrative text always appear as a hard potrait of participant's past experience. It reveals the conflict among the participants. Cinderella's conflicts with her step mother and sister are the example. The conflict is the most important element in a narrative text. Narrative without conflicts is not narrative any more Conclusion. Narrative and recount in some ways are similar.

Both are telling something in the past so narrative and recount usually apply past tense; whether Simple Past Tense, Simple Past Continuous Tense, or Past Perfect Tense. The ways narrative and recount told are in chronological order using time or place. Commonly narrative text is not true story such as found in story book; myth, fable, folklore, etc while recount text is true story such as found in biography, experience, event, etc. The thing that makes narrative and recount different is the structure in which they are constructed. Narrative uses conflicts among the participants whether natural conflict, social conflict or psychological conflict. In some ways narrative text combines all these conflicts. In the contrary, we do not find these conflicts inside recount text. Recount applies series of event as the basic structure.

Seeing the function, both procedure and explanation texts have the similarity in which both describe how to make or done something. They give the detail description on something, phenomena, goods, product case or problem. To see the differences between explanation and procedure, the researcher have to

analyze the dominant language feature and how the texts are used. Procedure , this text type is commonly called as instruction text.

It uses pattern of commend in building the structure. It use the "to infinitive verb" which is omitted the "to". It is a kind of instruction text which uses full commend verb. Procedure is commonly used to describe how to make something which is close to our daily activity. For example how to make a cup of tea, how to make a good kite, etc is the best example of the procedure text. It is such word; first boil water, secondly prepare the cup, and so on. Explanation , it is commonly used the passive voice in building the text. Explanation is such a scientific written material. It describes how certain phenomenon or event happen. How a tornado form, how tsunami works are the best example of explanation text. It uses passive pattern in describing the topic.

The function of discussion in reading text is to present arguments and information from differing viewpoint. It usually written in the present tense. While, information report text is to inform/to describe the way things are, with reference to arrange or natural, manmade and social phenomena in our environment.

Benefit of this study for students is students learn to identify and analyze text types which helps students navigate the types of text presented within literary and factual text. As a follow up, having students write paragraphs that follow common text types helps students recognize these text types when they are reading. Text types refer to how the information within a written text is organized.

This strategy helps students understand that a text might present a main idea and details; a cause and then its effects; and/or different views of a topic. Teaching students to recognize common text types can help students monitor their comprehension (Dickson, S. V., Simmons, D. C., & Kameenui, E. J., 1995).

2.4   Previous studies

There are many researcher, but the researcher select three previous studies, they are Ling (2008) studied on gender, passage content and text types in reading comprehension among ESL learners. He examined the affect of gender, passage content and text types on reading comprehension performance among ESL learners upper secondary school in Malaysia.

Marina Santini (2005) studied on Gradations of text types in Web Pages used by corpus of the system capable of automatically deriving the gradations of four text types; descriptive/narrative, explicatory/informational, argumentative/persuasive, and instructional from web pages by using the theory of Biber.

Sahin (journal, Agustus 2013, Volume 24, No. 1. pp. 57–67) studied on the effect of text types on reading comprehension. It is determine the effect of narrative and informative text types on reading comprehension levels of primary education 4th and 5th grade students.

CHAPTER III

FINDINGS AND DISCUSSION

This chapter presents the results of data that covers the description of the text types of reading texts in National Examination for Junior High School Academic Year 2011, including the discussion based on the analysis of the data findings to explain the research concerned. All results of analysis are shown in the section below.

3.1   Research Finding

Data analysis includes eight the data of ten data are used in the research to analyze the text types. The data was taken from the reading texts on National examination of Junior high school 2011 year academic. The data have been taken from the internet. Actually, the English National Examination has two sections; they are listening and reading section. In this research, the writer chooses only the reading section texts. In mentioning the texts content of text types, the writer puts the bold position only for long texts because to help the readers be easier to find the texts.

The reading text has taken because there is a concrete data that can be read deeply than listening section. Besides that, the use of the year of 2011 is still update materials to be discussed. The text of reading sometimes in form of paragraph of story and conversation, re-arrange sentences, looking for the close meaning of word, etc. Then the context and the data analysis are directly presented under the data findings. Each of the text is analyzed in details as follows:

Text 1:

> *08158714371*
> *May I wish you many happy returns of the day, Mr Lennon.*
> *From Mr. Afivi*

Analysisi:

The type of the text is factual text in the form of information report text. Since the text begins with a background information who, and may end with a personal comment. The text gives information to the reader that someone is responding to someone else's activity, by giving his/ her best wishes. *I wish you many happy returns of the day, Mr.Lennon.*

It is information report text because it also has information report structure and language features. The structure of information text consists of three parts: introductory paragraph, body paragraph, and conclusion. The structure feature also found in this text. *May I wish you many happy returns of the day* tell the reader that is a greeting statement from **From Mr. Afivi** to **Mr Lennon.**

The language feature of information report text consists of technical language related to the subject, timeless present tense, and generalized terms. These features also found in this text. The language features uses timeless present tense the word **returns**, since there is no time expression in this text.

Information report text describes something in general, not a specific participant. Most information report gives information about the world and they can be used to document and store information about different subject.

The information report usually begin with a new paragraph at each new stage of a report the paragraph divides the writing in the sections. It usually

introduces new information about the subject by beginning a new paragraph. The first sentence of a paragraph can be called a topic sentence, because it often gives a clue about the topic of the rest of the paragraph.

Text 2:

English Club Members!
There will be no meeting this week. I'll let you know when the club will meet again.

Aifan/
chairman.

The text above tells about the chairman of the English Club given the information for his members that meeting is canceled.

Analysis:

The type of the text is factual text in the form of information report text. It begins with a general information about the topic. ***There will be no meeting this week***. Because the chairman gives the direct information for the members that there is no meeting.

It is information report text becuase it also has information report structure and language features. The structure of information report text consists of three parts: introductory paragraph, body paragraph, and conclusion. The structure feature also found in this text. There is a statement of information ***I'll let you know,*** the sentence informs the reader that there will not be a meeting like usual in the English club and will be informed later if there is further information.

The language feature of information report text consists of technical language related to the subject, timeless present tense, and generalized terms. The language feature also found in this text. *There will be no meeting* is a technical

language, the sentences starts with adverb *there* and modal *will*. The sentence use construction an information report, they are, technical language related to the subject. Technical use of general nouns *no meeting.*

Most information report gives information about the world and they can be used to document and store information about different subject. Information report text describes living things like human, plants and animals, non living things like stars, volcanoes. It usually include a general classification of a subject and description of the appearance the behaviors and the interesting habits of the subject. The first sentence of a paragraph can be called a topic sentence, because it often gives a clue about the topic of the rest of the paragraph.

Text 3:

Mr. and Mrs. Alkaim once kept a large monkey he had bought from Kalimantan. The monkey was very faithful to her masters and was very friendly to their baby girl.

One day Mr. and Mrs. Alkaim went out to attend a ceremonial wedding ceremony. They left the baby to the monkey they had trusted as a baby sitter.

Suddenly a fire broke out in the house. The door and the staircase were already on fire.

All the neighbors look sadly at the windows of the room where the baby girl slept in. Somebody ran for a ladder to reach the windows, but it no use now.

Just then they saw a black hand open the windows upstairs. Then come out the monkey with the baby girl in her arms.Down she climbed. Slowly and carefully she brought the baby out safely.

The text above tells about a large monkey is really faithful to his master, which is his masters pin faith to the monkey as baby sitter for their baby, when they went out to attending a ceremonial wedding ceremony. And the monkey saved the baby when a fire broke out in the house.

Analysis:

The type of the text is literary text in the form of narrative text. The purpose of the text is to make the audience think about issue, teach them a lesson, and excited their emotion. The sentence refers to the reason above is *the monkey was very faithful to her masters and was very friendly to their baby girl.* This sentence tells about faithful of a monkey to his/her master and very friendly to their baby. This story make a reader felt carried away with faithful of a monkey to his/her master, which is given faith by his/her master to baby sitter their baby. From this story we can learn about loyalty to someone from a monkey. This refers to us that a animal can be faithful like a human.

It is narrative text because text it also has narrative structure and language features. The structure of narrative text consists of four parts: orientation, complication, resolution, and conclusion. The structure feature of narrative text also found in this text.

> *Mr. and Mrs. Alkaim once kept a **large monkey** he had bought from Kalimantan. **The monkey was very faithful** to her masters and was very friendly to their baby girl.*

The paragraph above is an orientation. It means introducing the participants or the characters of the story. In this story, the first paragraph clearly seen to introduce character of this story. *A large monkey* as main character of this story, her/his master which treated as a human, and the faithful of a monkey who supported the story make the story was interesting and carried away for the readers. The sentence ***the monkey was very faithful*** is the character of the drama.

The second paragraph is the complication. It is the part of the story where the narrator tells about something that will begin a chain of events. The events will affect one or more of the character. In this story, we can see clearly that there are Major Complication and Minor Complication. The minor complication found in the sentence *suddenly **a fire broke** out in the house. The door and the staircase were already on fire.* And the major complication found in the sentence *All the neighbors look sadly at the windows of the room where **the baby girl slept in**. somebody ran for a ladder to reach the windows, but it no use now.* The monkey got bad situation from this accident. It is the bad crisis which drives into several major complications which monkey has to overcome. It is the events begin affect of the character, which is the character monkey trusted to save the baby when his/her master went out. However this narrative story is more interesting when we see the major complication among the baby girl still slept in the house. In very story, complication must be ended; happy ending and sad one.

The last paragraph is resolution. It is the last part of the narrative where the complication is sorted out or the problem solved. The sentence *Just then they saw a black hand open the windows upstairs. **Then come out the monkey with the baby girl in her arms.*** This is the end of story, the happy ending. The monkey saved a baby girl of fire broke, and the baby safe of fire. Conclusion of the story can be seen in a last paragraph also. Conclusion is a final scene where the narrative provides a comment or moral based on the action that has occurred within the text. ***Down she climbed. Slowly and carefully she brought the baby out safely.***

The language feature of narrative text consists of specific participant (noun and adjective), action verb, time words (connect events to tell when they occur), descriptive words (words to portray the character and setting).

The language feature also found in this text. *The monkey was very faithful to her masters and was very friendly to their baby girl*. It uses proper nouns to identify specific participant or character. *Mr. and Mrs. Alkaim once kept a large monkey he had bought from Kalimantan*. Its use is the past tense past perfect to recount events. *One day Mr and Mrs Alkaim went out to attend a ceremonial wedding ceremony*. *One day* is descriptive word time, *attend* is action word. And past tense to recount technical terms associated in the sentence *somebody ran for a ladder to reach the windows, but it no use now*.

In writer's point of view, the text above is a story about fable. It can be what the writer has done, hear, read, and felt in the reading text. In this text/data, narrative text is retelling the story of the past event to be a present event. Narrative text in this text introduces the conflict and how to solve the conflict. This text describes in this story about conflict what had happened among the participant. In this text of story brings emotive feeling to the reader. It tells the reader how an animal can be really faithful to his master and be a friend to the human being. The narrative point of view of the text is when the monkey saved the baby girl when the fire broke out the house.

Text 4:

> Long ago on the top of Mount Kinabalu in Borneo, there lived a dragon. His owned a large and beautiful pearl. People believed that he controlled the weather with it.
>
> The emperor of China heard this and wanted the pearl. He sent his two sons, Wee Ping and Wee San to Borneo to steal it. The princess, together with one hundred soldiers, set sail for Borneo in twelve sailing junks.
>
> When they arrived in Borneo they set out immediately to find the famous mountain. Their journey up the rugged slopes of mount Kinabalu proved very difficult. The dragon guarded his cave very fiercely and killed many of their soldiers.
>
> Then Wee San had a clever idea. He climbed a tall tree, so he could see the dragon's cave. He noted what time the dragon left his cave to hunt for food and what time he returned to it.
>
> Next he ordered his men to make a fake pearl and a large kite. He waited until the dragon left his cave. Then he placed he placed the fake pearl in a bag, slung it across his shoulder and flew up to the mountain top on the kite. He exchanged the pearl for the fake one and then his brother pulled his kite back to the ground.
>
> The brothers quickly returned to their ships and set sail for China. They sailed safely home. The Emperor was thrilled with the pearl and gave a big party to celebrate his son's return.

The text above tells about the folktales of the origin of mount Kinabalu's name is uncertain, but two main tales remains as the reasoning to its name. A popular folktale begins with a fantasy that long ago, a dragon lived up high in the peaks of mount Kinabalu protecting a huge pearl. And there was Chinese prince who asked his sons had traveled thousands of miles to Borneo in search of this pearl. Where they finally laid the dragon, and descended the mountain with the pearl in their possession.

Analysis:

The type of the text is literary text in the form of narrative text. The purpose of the text is to make the audience think about issue, teach them a lesson about obedient, and excited their emotion. The issue of this text is there is lived a

dragon, which is he owned a large and beautiful and believed that he controlled the weather with it.

It is narrative text because it also has narrative structure and language features. The structure of narrative text consists of four parts: orientation, complication, resolution, and conclusion. The structure feature of narrative text also found in this text.

> Long ago **on the top of Mount Kinabalu in Borneo**, there lived *a dragon. His owned a large and beautiful pearl. People believed that he controlled the weather with it.*
> **The emperor of China** *heard this and wanted the pearl. He sent his two sons, Wee Ping and Wee San to Borneo to steal it. The princess, together with one hundred soldiers, set sail for Borneo in twelve sailing junks.*

The first and second is the orientation. It sets the scene and introduces the participants /characters. In that the Dragon of Mount Kinabalu story, where reader finds time and place set up and also the participant as the background of the story.

In the Dragon of Mount Kinabalu story, third and fourth paragraph are describing the complication. It explores the conflict in the story. It will show the crisis, rising crisis and climax of the story. *Their journey up the rugged slopes of mount Kinabalu proved very difficult. The dragon guarded his cave very fiercely and killed many of their soldiers.* Readers will find these sentences that the emperor's sons face a problem of the dragon guarded his cave very fiercely and killed many of their soldiers. To fix this problem, the son's attempted to think the good idea. How patiently they waited to the dragon left his cave.

The fifth and sixth paragraph is resolution; it shows the situation which the problems have been resolved. It must be our note that "resolved" means accomplished whether succeed or fail. In the last paragraph of the smartest the

son's; readers see the problem is finished. The pearl succeed taken of the son's which the emperor wanted. The emperor was happy and gave a big party for his son' return. This is the end of story, the happy ending.

The language feature of narrative text consists of specific participant (noun and adjective), action verb, time words (connect events to tell when they occur), descriptive words (words to portray the character and setting). The language feature also found in this text. The sentence *the emperor of China heard this and wanted the pearl. He sent his two sons, Wee Ping and Wee San to Borneo to steal it.* It uses proper noun to identify the specific participant. ***Long ago*** *on the top of Mount Kinabalu **in Borneo**, there lived a dragon. His owned a large and beautiful pearl. People **believed** that he controlled the weather with it.* ***Long ago*** is a descriptive word of time, ***believed*** is action verb, and ***in Borneo*** is descriptive of place.

In writer's point of view, the text above is a story about folktales. It can be what the writer has done, hear, read, and felt in the reading text. In this text, narrative text is retelling the story of the past event to be a present event. Narrative text in this text introduces conflict and how to solve the conflict. This text describes in this story about conflict what had happened among the participant. This is the emperor's son's conflict with the dragon. Which the sons must wait for long time to the dragon left his cave. In this text of story brings bravery feeling to the reader to do something. It tells the reader that don't be afraid before to do something. The narrative point of view of the text is when the sons brought to pass the beautiful pearl of dragon.

Text 5:

> *On Saturday night, we went to the Town Hall. It was the last day of the year and a large crowed of people had gathered under the Town Hall clock. It would strike twelve in twenty minutes time. Fifteen minutes passed and the, at five to twelve, the clock stopped. The big minute hand did not move. We waited and waited, but nothing happened. Suddenly someone shouted, "It's two minute past twelve! The clock has stopped!"*
> *I looked at my watch. It was true. The big clock refused to welcome the New Year. At that moment, everyday began to laugh and sing.*

This text tells the story of someone's experience when he/she and his friends welcome the New Year.

Analysis:

The type of the text is factual text in the form of recount text. This story retells events from personal experiences to entertain others. Because in the first sentence introducing personal participant. The sentence refers to reason above is *we went to the Town Hall*. This text tells about someone experience on Saturday in Town Hall to welcome the New Year with his/her friends.

It is recount text because it also has recount structure and language features. The structure feature of narrative text consists of three parts: orientation, sequence of event, and conclusion or re-orientation. The structure of narrative text also found in the text. The first and second sentence are orientation, it means introducing the topic of event.

> ***On Saturday night**, **we** went to the **Town Hall**. It was the last day of the year and **a large crowed of people** had gathered under the Town Hall clock.*

These sentences introduces who, what, where, when, why and possibly how. The sentence ***on Saturday night*** is an adverb of time; it explains when the events occur. ***Town hall*** is an adverb of place; it explains where the events occur. ***We*** and ***Large crowd of people*** is a noun; it explains who in the story. The

following body paragraph will recount the sequence of event. This is where the recount is told in chronological order (the order that the events happened).

> *On Saturday night, we went to the Town Hall. It was the last day of the year and a large crowed of people had gathered under the Town Hall clock.*

The conclusion, or re-orientation, is where the writer or speaker can give personal opinions about the topic or event.

> *I looked at my watch. It was true. The big clock refused to welcome the New Year.   At the moment everybody began to laugh and sing.*

The language feature of recount text consists of proper nouns, descriptive words (who, what, when, where, and how), past tense, and words that show the order of events. The language feature of recount text also found in this text. *On Saturday night, **we went** to the Town Hall. **We** is* proper nouns to identify those involved in the text. Descriptive words to give details about who, what, when, where, and how. *It was **the last day of the year (when)** and a large **crowd of people (who)** had gathered under the **Town Hall Clock (where)**. **Went** is* explain past tense. The recount uses of the past tense to retell the events, as in the following sentence: ***The big clock refused** to welcome the New Year.*

In writer's point of view, the text above is an experience. It is retelling the experiences of the past tense event. In the simple way, recount text describes series of events in details. It does not expose the struggle on how to make them happen. The event happened smoothly. In the reading text, you find words and phrases used to start, connect sentence with the next one, and end your composition. Those words and phrases are: first, then, after, and finally.

Text 6:

LOOP-THE-LOOP PAPER PLANE

Material needed
- ❖ *A sheet of heavy paper*
- ❖ *A pencil*
- ❖ *Sharp scissors*
- ❖ *A paper clip*
- ❖ *Crayon*

Method
Here's a paper airplane that will fly in circles.
1. *First fold the paper in half the long way.*
2. *Then draw an airplane with wings and a tail on it*
3. *Next draw a line about an inch away from the fold on each side the full length of the paper.*
4. *Then cut out the airplane, but do not cut on the fold.*
5. *After that spread out the airplane and color it. You can airplane markings near each wing tip.*
6. *Next refold your airplane. Now fold each wing down along the line drawn on it.*
7. *Then add a paper clip to the nose. You can change the way your airplane files by changing the wing shape and putting more than one paper clip on the nose.*

This text gives point to the readers about the ways to do *loop the loop paper plane* by steps.

Analysis:

The type of the text is factual text in the form of procedure text. The purpose this text is is to describe how something is completely done through a sequence of series.

It is procedure text because it also has procedure structure and language feature. The structure of procedure text consists of three parts: introduction, materials, and steps. The structure feature also found in this text. The introductory statement giving the aim or goal; this is the title of the text: ***Loop the Loop Paper Plane.*** Next is the materials needed for completing the procedure. There are ***a***

sheet of heavy paper, a pencil, a sharp scissor, and crayon. In this text consists of steps of the procedures how to make loop the loop paper plane? Next is text consists of a sequence of steps in the correct order. Numbers can be used to show ***first, second, third***, and so on. The order is usually important. Words such as ***then, next,*** and ***after*** this can be used. And the steps usually begin with a command such as ***fold, draw,*** or ***cut.***

The language feature of procedure text consists of technical language; sentences begin with verbs and commands, time words or numbers, and action verb. The language feature of procedure also found in this text. ***Fold*** *the paper in half the long way*, it is the use of technical language. ***Draw*** *an airplane with wings and a tail on it.* The sentence that begin with verbs and are stated as commands. ***First*** *fold the paper in half the long way,* is the use of time words or numbers that tell the order for doing the procedure. *Now fold each wing* ***down along the line drawn on it,*** the sentence uses adverbs to tell how the action should be done.

Procedure text describes about the ways to do or make something by steps. First you do this, and then you do that. Each step must be clearly and explicitly written so that the reader can carry out the same activity, example of the text above. Texts are usually written in the present tense and in general terms. This enables any person to use them.

Text 7:

A TIDAL WAVE
A tidal wave can burst upon a beach and smash a tree as if it were a matchstick.
It can start when an earthquake makes the ground shake under the ocean. The quake makes the water push up from the ocean floor, and makes

waves that can burst over the land, smashing boats, automobiles, houses and other things and kill people in its way.

   Most tidal waves occur in the Pacific Ocean. Sometimes, the waves are so small that they cause no damage at all. But people who live along ocean shores have to be prepared for the worst. They can be saved from dangerous tidal waves if they are warned ahead of time.

   Most people call the wave a tidal wave, but the scientific name for is tsunami, a Japanese word that means storm wave.

   The text above tells about the phenomena we call tsunami is a series of large waves of extremely long wavelength undersea distrurbance or activity near the coast or in the ocean. When a sudden displacement of a large volume of water occurs, or if the sea floor is suddenly raised or dropped by an earthquake, big tsunami waves can be formed by forces of gravity. The waves travel out of the area of origin and can be extremely, dangerous, and damaging when they reach the shore.

Analysis:

   The type of the text is factual text in the form of information report text. It means a piece of text that presents information about a subject. It usually contains facts about the subject, gives details a topic, and does not certain personal views, a description and information on its parts, behavior and quality. In the second paragraph explains that *a tidal wave can start when an earthquake makes the ground shake under the ocean.* Tidal wave occurs where there is a major earthquake underwater landslide, or an equally high energy event occurs. This is because they are caused by earthquake that originate at the plate boundary or fault line where the earthquake happened.

   It is information report text because it also has information report structure and language features. The structure of information report text consists of three

parts: introductory paragraph, body paragraph, and conclusion. The structure feature also found in this text.

The first paragraph is introductory paragraph. It is the classification or explains the aspects of the topic that will be covered in the report.

> *A tidal wave* *can burst upon a beach and smash a tree as if it were* ***a matchstick***

The sentence ***a tidal wave*** is a definition of the subject. And ***a tidal wave can burst upon a beach and smash a tree as if it were a matchstick;*** this sentence is a description of the subject of the report. The following information is contained in the body paragraph is found in the second and third paragraph.

> *It can start when an earthquake makes the ground shake under the ocean. The quake makes the water push up from the ocean floor, and makes waves that can burst over the land, smashing boats, automobiles, houses **and** other things and kill people in its way.*
> *Most tidal waves occur in the Pacific Ocean. Sometimes, the waves are so small that they cause no damage at all. But people who live along ocean shores have to be prepared for the worst. They can be saved from dangerous tidal waves if they are warned ahead of time.*

These paragraphs are where the topic of the report is covered in more detail about the subject (a tidal wave). These paragraphs use factual information to give the reader a better understanding of the topic. And the last paragraph is conclusion of this text. *Most people call the wave a tidal wave, but the scientific name for is tsunami, a Japanese word that means storm wave.*

The language feature of information report text which consists of technical language related to the subject, timeless present tense, and generalized term. The language feature of information report text also found in the text. *A tidal wave can **burst** upon a beach and **smash** a tree as if it were a matchstick,* this sentence is a technical language related to the subject. *Scientific name for it **is** Tsunami, a*

Japanese word that means storm wave. This sentence does not have an adverb of time, and the grammar uses a present tense. *It can start when an **earthquake** makes the ground shake under the ocean.* This sentence uses technical use of general nouns (e.g. weather, skin, earthquakes) rather than proper nouns. *A tidal wave can **burst** upon a beach and **smash** a tree as if it were a matchstick.* This sentence uses technical linking verbs to describe behaviors or qualities.

Information report text describes something in general. When we describe a tidal wave in general, for example, the writing seems to be a report text. on the other hand, if we talk and describe the tidal wave which occur where there is a major earthquake, underwater, for example, the belongs to a descriptive text. It usually include a general classification of a subject and description of the appearance the interesting habits of the subject of the reading text. It usually introduces new information about the subject by beginning a new paragraph.

Text 8:

> *What will you feel as a pilot if there is something wrong with your plane at an altitude of thousand meters above the earth? Very tense!*
> *Captain Smokey Stover and 1ˢᵗ Officer Tom Zion were in the cockpit of a 130-passenger Eastern jet on route to New York. It was cruising at 33,000 feet.*
> *Suddenly they both straightened up. There was a rhythmic thumping coming through the floor. It was so definite that they could feel the vibrations with their feet. They checked their instruments, but there was no warning signal there.*
> *They thought one of the landing gear doors hadn't closed, so they slowed down, but there was no reduction in the vibrations. Then they began to worry about their engines. Was one out of synchronization? A check showed that they were in perfect tune. Now the men grew concerned.*
> *They called New York to have a crew of expert mechanics meet the plane. After a safe landing, as the mechanics were swarming abroad, the senior stewardess told Captain Stover, "We really have a weird passenger on this trip. He jogged in the lavatory next to the cockpit for 20 minutes".*
> *Captain Stover looked a bit upset. He had never had such a passenger before.*

Analysis:

The type of the text is literary text in the form of narrative text. The purpose of a narrative text, other than providing entertainment, can be to make the reader think about an issue or excite their emotions. The issue about feel as a pilot if there is something wrong with your plane at an altitude of thousands meters above the earth. The emotion of this text is the pilot worried about the engines.

It is narrative text because it also has narrative structure and language features. The structure of narrative text consists of four parts: orientation, complication, resolution, and conclusion. The structure feature can found in this text.

> *"**Captain Smokey Stover** and 1ˢᵗ **Officer Tom Zion** were in the cockpit of a 130-passenger **Eastern jet**, on route to New York. It was **cruising at 33,000 feet**"*

The paragraph above is orientation. It is means introducing the participants or the characters of the story with the time and place set. In this story, these paragraph clearly seen to introduce character of this story. The character of this story is **Captain Smokey Stover** and **Officer Tom Zion**, it explains who in this story, **on route to New York** is explain where the accident occurred, and **cruising at 33,000 feet** is explain when the accident occurred.

A complication is the part of the story where the narrator tells about something that will begin a chain of events. These events will affect one or more of the character. The second and third paragraph is complication

> *"Suddenly they both straightened up. **There was a rhythmic thumping coming through the floor.** It was so definite that they could feel the vibrations with their feet. They checked their instruments, but there was no warning signal there.*

They thought one of the landing gear doors hadn't closed, so they slowed down, but there was no reduction in the vibrations. Then they began to worry about their engines. Was one out of synchronization? A check showed that they were in perfect tune. Now the men grew concerned.

In this story, we can see clearly that there are Major Complication and Minor Complication. The minor complication found in the "***There was a rhythmic thumping coming through the floor"***. This sentence the Captain Stover and Zion got bad situation from this accident. It is crisis which derives into several major complications which is when they thought one of the landing gear doors had not closed. It is the events begin affect of the character which is the character worried about the engines. However this narrative story is more interesting when there was no reduction in the vibrations. In every story complication must be ended; happy ending and sad one.

The last paragraph is resolution. It is the last part of the narrative where the complication is sorted out or the problem is solved. ***They called New York to have a crew of expert mechanics meet the plane. After a safe landing***, this sentence is solving the problem above. But the ending of this story is sad ending because the character looked bit upset when he found a weird passenger on this trip. Conclusion that provides a comment or **moral** based on what has been learned the story.

The language feature of narrative text consists of participant (noun and adjective), action verb, time words (connect events to tell when they occur), descriptive words (words to portray the character and setting). The language feature also found in this story. **Captain Smokey** and **1ˢᵗ Officer Tom Zion** were in the cockpit. This sentence is specific often individual participants with defined

identities. Major participants are human with human characteristics (nouns and adjectives). *Suddenly they both **straightened up.*** This sentence is action verb (material processes), but also many verb which refer to what the human participants said, or **felt**, or thought [verbal and mental processes. *They thought one of the landing gear doors hadn't closed, so they **slowed down,*** this sentence is adjectives that provide accurate descriptions of the characters and settings. *Captain Smokey and 1ˢᵗ Officer Tom Zion were in the cockpit of a 130-passenger Eastern jet **on route to New York.*** This sentence is time words that connect events to tell when they occur.

In writer's point of view, the text above is a story. It can be what the writer has done, hear, read, and felt in the reading text. In this text, narrative text is retelling the story of the past event to be a present event. Narrative text in this text introduces conflictand how to solve the conflict. This text describes in this story about conflict what had happened among the participant. This is the captain Stover conflict with the engines. In this story brings worried feeling to the passenger. The narrative point of view of this text is when the captain Stover must called New York to have a crew of expert mechanics meet the plane.

3.2 Discussion

In accordance with the result, the information obtained from the data show that text types of reading texts in national examination to junior high school 2011 year can be classified into four types, namely; information report text, narrative text, procedure text, and recount text.

Information report text is usually certain facts about the subject, give details topic, and does not certain personal views, a description and information on its parts, behavior and quality. It has information report structure and language feature. The structure feature of information report text consists of three parts: introductory paragraph, body paragraph, and conclusion. While, the language feature of information report consists of technical language related to the subject (*burst, smash*), timeless present tense (*returns, is*), and general noun(*earthquake*). From the text it can be seen that information report text are found in reading texts, expect the reading text in number 1, 2, and 7. From eight of reading text, three of information report texts are found. It can be said that information report text often used in reading text because this text type is easy to be understand by the readers and then the reader will get the message of text well.

Information report text usually describes something in general, not a specific participant in reading texts. When we describe a tidal wave in general, for example, the writing seems to be a report text. on the other hand, if we talk and describe the tidal wave which occur where there is a major earthquake, underwater, for example, the belongs to a descriptive text. Information report text describes living things like plants and animals, non living things like tidal waves. It usually include a general classification of a subject and description of the appearance the behaviors and the interesting habits of the subject of the reading text.

Narrative text is a text telling a story focusing specific participants. It has narrative structure and language feature. The structure feature of narrative text

consists of four parts: orientation, complication, resolution, and conclusion. While, the language feature of narrative text consists of specific participant (*the Monkey, the Emperor of China, Captain Stover, and Officer Tom Zion*), action verb (*attend, believed, and straightened up*), and time words (*one day, long ago, on route to New York*. From the text it can be seen that narrative text are found in reading texts, expect the reading text in number 3, 4, and 8. From eight of reading text, three of narrative texts are found. It can be said that narrative text often used in reading text because this text type is easy to be understand by the readers and then the reader will get the message of text well.

In writer's point of view, the text or data is a story. It can be what the writer has done, hear, read, and felt in the reading text. In this text, narrative text is retelling the experience of the past event to be a present event. In the simple way, narrative text in this text introduces conflict and how to solve the conflict. It is always appear as a hard portrait of participant's of a story. It reveals the conflict among the participants. This is the characters conflict with each problem's.

Procedure text is a text gives point about the way to do something by steps. It has procedure structure and language feature. The structure feature of procedure text consists of three parts: introductory statement or goal (*loop the loop paper plane*), materials (*a sheet of heavy paper, a pencil, a sharp scissor, and crayon*), and steps (*there are seven steps*). While, the language feature of procedure text consists of technical language (*fold*), time words or numbers (*first, then, next*), and action verb (*down along the line*). From the text it can be seen that procedure text are found in reading texts, expect the reading text in number 6.

From eight of reading text, one of procedure texts is found. Although it can be said that procedure text rarity used in reading texts, but this text types is easy to be understand by the reader and then the reader will get message of this text well. By this text, we can make something such as loop the loop paper plane.

Procedure is commonly used to describe how to make something which is close to our daily activity. For example how to make a cup of tea, how to make a good kite, etc is the best example of the procedure text. It is such word; first boil water, secondly prepare the cup, and so on.

Recount text is used to relate experiences or retell events for the purpose of informing, entertaining or reflecting. It has recount structure and language feature. The structure feature of recount text consists of three parts: orientation, sequence of event, and conclusion. While the language features of recount text consists of proper nouns (*we*), descriptive words to give details about who, when, where, and how (*It was **the last day of the year (when)** and a large **crowd of people (who)** had gathered under the **Town Hall Clock (where)**.*), and past tense (*went, refused*). From the text it can be seen that recount text are found in reading texts, expect the reading text in number 5. From eight of reading text, one of recount texts is found. Although it can be said that recount text rarity used in reading texts, but this text types is easy to be understand by the reader and then the reader will get message of this text well. We usually used this text types for retells they experience in the past.

In writer's point of view, the text or data is an experience/real story. It is retelling the experiences of the past tense event. In the simple way, recount text

describes series of events in details. It does not expose the struggle on how to make them happen. The event happened smoothly. In the reading text, you find words and phrases used to start, connect sentence with the next one, and end your composition. Those words and phrases are: first, then, after, and finally.

From the discussion above, the researcher can conclude that the category of text types that is used in National Examination in the year 2011 describes whole categories of text types from Anderson's theory.

CHAPTER IV

CONCLUSION AND SUGGESTION

A. CONCLUSIONS

Based on the findings of the study and the discussions, some conclusions that can be drawn from the analysis of text types of reading texts in national examination for junior high school in 2011 year are as follows:

There are four types of text in reading texts in national examination for junior high school in 2011 year. Those are namely as information report text, narrative text, dramatic text, procedure text, and recount text. Information report text is usually certain facts about the subject, give details topic, and does not certain personal views, a description and information on its parts, behavior and quality, which has report structure and language features. Narrative text is the tool to help human to organize their ideas and explore new ideas and experiences, which has narrative structure and language features. Procedure text is a text that to describe the how something is made, which has procedure structure and language features. The last type is recount text; this text is the story retells events from personal experiences to entertain others, which has recount structure and language features. The researcher finds out three information report text, three narrative text, one recount text and one procedure text of reading texts.

Those text types of reading texts in national examination for junior high school in 2011 year are expressed in experience, step to make something, and some in information paragraph. And almost all text types have structure and

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language features. The usage of text types in the passage can be a basic knowledge in the degree of junior high school even the English learners or English teacher basically they are unconscious with the existing of text types itself. It is important to understand how a text is organized, how the parts of the texts are related to each other, and what the rhetoric functions the text is intended to fulfill are. The function of the text may be to describe, to persuade, to explain, to discuss to opposing points of view, to instruct, to classify, to express an opinion, to draw conclusions, etc.

After the writer studied about text types, the writer got much information about text types. It is very important topic to be studied from the following reason: first, studying text types will have contact with the basic way of comprehending the text. Second, studying text types enriches the writer knowledge on text organization in reading. And study text types are very useful for the writer. This makes it easier for the writer to locate and organize the text in the reading. This is true, because if the writer started reading an article or book that had no text structure/organization/feature, the writer would be confused with what exactly the writer was reading and would become easily distracted. The writer is able to recognize the main idea, major idea and the supporting details of a given text. Writer may also apply the "teach to teach" model to provide mastery learning skill. This topic also makes learning exciting by allowing writer an opportunity to connect ideas based on her background knowledge. It means that the writer learns to identify and analyze text types which helps writer navigate the types of text presented within literary and factual text.

As a follow up, having writer write paragraphs that follow common text types helps writer recognize these text types when they are reading. Text types refer to how the information within a written text is organized. This strategy helps writer understand that a text might present a main idea and details; a cause and then its effects; and/or different views of a topic. However, the writer believes that the usage of text types in early degree that it can help the students or the English learners know early about the fact that if a student can realizes what they have read and retain it comprehend it will only allow for them to meet the requirements and where they need to be as readers.

B. SUGGESTION

Derived from the significance of the study, this study aims to give a beneficial contribution for the English teachers, English students, and the next researcher who are interested in analyzing the same field of research. Therefore, here the writer has some suggestion for all of them.

For the English teacher, they are expected to explain about the text types which are four text types found in this study. Therefore, the students can understand more on text types and know the implicit meaning of reading texts through the text types.

For the students, they are expected to understand more about text types which are four text types in English reading texts and apply them in their English lesson. By having knowledge about text types, consequently, they are easier to get knowledge from English reading texts.

For the government as the maker of English national examination, they are expected to use more four text types which found in reading texts in English national examination. Therefore, the students do not learn only from a certain text types but also from the other four text types through reading texts of English national examination.

The last, the writer recognizes that there are still many weakness of this study because studying about text types needs deep attention. According to the writer, study about text types is interesting. Therefore, the writer suggest to the next researcher to investigate text types more deeply and intensively. They can find the same discussion with different issues. Such as, they can study text types in reading texts in English national examination not only at junior high school but also senior high school or elementary school, and etc.

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No	Date	Description	Signature
1.	September 23, 2013	Check the grammar and mechanics in the background of study	
2.	October 22, 2013	Chapter II	
3.	December 18, 2013	Revision for Chapter II	
4.	March 05, 2014	Chapter III	
5.	April 01, 2014	ACC Chapter III and IV	
6.	April 07, 2014	Abstract, acknowledgement, table of content, and bibliography	
7.	April 08, 2014	ACC for Thesis	

APPENDIX

1. **Narrative text**
   Example:

Cinderella

Once upon a time there was a young girl named Cinderella who lived with her stepmother and two stepsisters.

Cinderella's stepmother and stepsisters were conceited and bad tempered. They treated Cinderella very badly. Her stepmother made Cinderella do the hardest work in the house, such as scrubbing the floor and cleaning the pots and pans. She gave Cinderella an old ragged dress to wear. The two stepsisters, on the other hand, did no work about the house, and their mother gave them many handsome dresses to wear.

One day the two stepsisters received an invitation to a ball that the king's son was going to give at the palace. They were excited about this and spent so much time choosing the dresses they would wear. At last the day of the ball came, and away went the sisters to it. Cinderella could not help crying after they had left.

―Why are you crying, Cinderella? A voice asked. She looked up and saw her fairy godmother standing beside her. ―Because I want so much to go to the ball,‖ said Cinderella. ―Well,‖ said her godmother, ―you've been such a cheerful, uncomplaining, hardworking girl that I am going to see that you do go to the ball‖.

Magically, the fairy godmother changed a pumpkin into a fine coach and mice into a coachman and two footmen. Her godmother tapped Cinderella's ragged dress with her wand, and it became a beautiful ball gown. Then she gave her a pair of pretty glass slippers. ―Now, Cinderella,― she said, ―you must leave before midnight.‖ Then, away she drove in her beautiful coach.

Cinderella was having a wonderfully good time. She danced again and again with the king's son. Suddenly, the clock began to strike twelve. She ran towards the door as quickly as she could. In her hurry, one of her glass slippers came off and was left behind.

A few days later the king's son proclaimed he would marry the girl whose foot fitted the glass slipper. The king's page came to Cinderella's house. Her stepsisters tried on the slipper but it was too small for them no matter how hard they squeezed their toes into it. The king's page let Cinderella try on the slipper. She stuck out her foot, and the page slipped the slipper on. It fitted perfectly.

Finally, she was driven to the palace. The king's son was overjoyed to see her again. They were married and lived happily ever after.

2. **Dramatic text**
   Example:

   HATING ALISON ASHLEY-THE PLAY

   Adapted from Robin Klein's novel (Hating Alison Ashley) by Richard Tulloch.

   The play

   Even though she was only in Grade Six, Erica Yuken knew she was destined for a glittering career on the stage. Never in any doubt about her own genius, had she felt superior to everyone at notorious Barringa East.

   That is, until Alison Ashley unexpectedly turned up beautiful, rich, clever and as well behaved as a nativity angel.

   Yet Erica knew that Drama Night at the annual school camp would provide the ideal opportunity to get the better of Alison Ashley!

   Cast

   Minimum seven (five female and two male) to play fourteen roles, but, depending on the number available, other characters could be added for crowd scenes.

   Duration

   Two acts of 50-55 minutes each

   Age suitability

   Ten years and upwards

   Characters

   The Yurken Family

   Erica

   Ten, a tall flower in a field of couch grass. A hypochondriac and liar, but destined for a brilliant, glittering career on the stage.

   Mum

Likes bingo, plastic flowers, Parents Without Partners, junk food, dancing and window ornaments such as pixies sitting on velvet mushrooms.

Harley

Seventeen. Unemployed (unless lying in a hammock reading books on astral projection counts as employment).

Valjoy

Fifteen. Likes bikies, metal welding, nail varnish, rude T-shirts and horror movies. Yells a lot and slams doors.

Jedda

Seven. Likes horses, books about horses, horse racing, pony clubs, stables, dressing up as a horse. Utterly embarrassing.

Lennie

Mum's boyfriend. A truckie with a bald patch, a Hawaiian shirt and a great, clanging bumper bar voice.

Soure: Text Type In English 1; Mark and Kathy Anderson; MACMILLAN; 1998.hal 25

3. **Response text**
   Example:

Toy Story

Toy Story is one of Disney's popular films that use amazing computer graphics to tell the story of a young boy, Andy, and his roomful of great toys that come to life.

The plot centers on Andy's toys, including Mr. Potato Head and his favorite, Woody, who have their lives disturbed with the arrival of Buzz Light-year, a karate-chopping, flying spaceman. Tom Hanks provides the voice of Woody while Tim Allen is the voice of Buzz. Computer animation is by John Lasseter, known for his complex pixel animation techniques. The film is now available on video, is rated G; runs for 78 minutes and sells for $24.95

Toy Story is more than just amazing computer generated special effects. There is plenty of fun for both younger viewers and adults. All the family will enjoy this one.

4. **Explanation text**
   Example

How a Spider's Web Forms

A spider web looks delicate but it is very strong. It can hold 4000 times a spider's weight. But how does it form.

First the spider spins a thread of silk. The thread gets blown over to a branch by the wind. Then she makes another two threads and makes a Y shape. Next she makes more threads and they look like spokes off a wheel. Then the spider goes in a spiral, out and back in, sits in the middle and waits for food. This is how a web is formed.

(www.tki.org.nz/r/assessment/exemp lars/eng/)

5. **Information report text**
   Example:

Skin

Skin is an important organ of the human body. It covers all of the body and performs many special functions.

Skin is the largest organ in the human body. It weighs between two and three kilograms and is either glabrous or hairy. Glabrous skin is that found on the palms of the hand and the souls of the feet. It is smooth and hairless. Hairy skin covers the rest of the body and this varies in texture, thickness and amount of hair.

Skin is made up of two layers. The outer layer is the epidermis. This is mainly dead or dying skin cells. Beneath the epidermis is the dermis. The dermis is made from tougher fibers and is thicker than the epidermis. Within the dermis are nerves, blood vessels and glands.

Skin does a number of important things for the body. It provides a protective covering for the body, helps to prevent the body from drying out, holds the body organs in place and regulates the body is temperature.

The skin, therefore, is a complex part of the human body.

6. Discussion text
Example

<div align="center">

Boxing
By Kerry Williams

</div>

There was a lot of discussion about whether boxing should be banned.

The people who agree with this idea, such as Sarah, claim that if they do carry on boxing they should wear something to protect their heads. They also argue that people who do boxing could have brain damage and get seriously hurt. A further point they make is that most of the people that have died did have families.

However, there are also strong arguments against this point of view. Another group of people believe that boxing should not be banned. They say that why they invent it if it is a dangerous sport. They say that boxing is a good sport, people enjoy it. A furthermore reason is if they ban boxing it will ruin people's careers.

After looking at the different points of view and the evidence for them I think boxing should be banned because five hundred people have died in boxing since 1884.

(http://www.readingonline.or/articles/writing/discuss1. htm)

7. Exposition text
Example

The Public Trustee is a Sound Investment

It is a well-known fact that it is a dilemma for many people to make a will, without the added problems of deciding who should draw up this document.

This task is made simple with the availability of service from the Public Trust Officer.

Firstly the Office has a large efficient staff which includes barristers, solicitors, accountants, valuers, and qualified property inspector. Knowledge of the legal aspect is very well covered.

Also the charges need consideration. Here at this Office there are no charges for making or the holding of a will.

Furthermore, the Public Trustee is guaranteed by the State of Queensland and has special powers to solve problems or simplify procedures which, in the long term, save expense.

Therefore, it can be clearly seen that there is only one sound choice in making your will – the Public Trustee – as it is permanent, efficient, and secure. You should consider this!

(http://www.readingonline.or/articles/writing/exposition1. htm)

8. **Recount text**
   Example

   A postcard

   Dear Nan,
   We are having a great holiday here on the Gold Coast. Yesterday we went to Movie World.
   When we got up in morning it looked like rain. After a while the clouds disappeared and it became a sunny day. We then decided to go to Movie World.
   The first ride I went on was Lethal Weapon. Next, I saw the Police Academy show. After that I had lunch as I was really hungry. Meanwhile, Mum and Kelly queued for the Batman ride.
   About one o'clock we got a light shower of rain but it cleared up soon after. We then went on all the other rides followed by the studio tour.
   It was a top day. See you when we get back.
   Love
   Sam

   Soure: Text Type In English 3; Mark and Kathy Anderson; MACMILLAN; 1998. Hal:25

9. **Procedure text**
   Example
   Mushroom Soup

   Goal : Mushroom Soup

   Materials : 12 ounces mushrooms 4 eggs yolks ½ teaspoon grated nutmeg 2 tablespoons chopped parsley 1½ teaspoons salt 6 tablespoons cream ¼ teaspoon pepper 2 pints chicken stock

   Procedure :

   1. Prepare mushrooms and place in frying pan with melted butter.

   2. Cover and cook for 10 minutes. Add stock.

3. Season with salt, pepper and nutmeg.

4. Bring to boil and then simmer for 30 minutes.

5. Sieve and blend until smooth, with remaining ingredients.

6. Return to pan and heat. Remove pan from stove and cool.

7. Add beaten egg yolks and cream, stirring gently. Do not boil.

8. Garnish with chopped parsley and serve.

(Taken from International Cooking Recipes)

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