

## ABSTRACT

In Indonesia English has long been taught in Senior High Schools, eventhough the teaching of it has not achieved the target yet. This can be proved when we see that many High School graduates who study further in universities find difficulty to read authentic English textbooks used in the universities.

One of the reasons for the graduates' reading incompetence may be the reading texts which are included in High School textbooks. The reading texts should be more or less the same as authentic English textbooks used in universities, so that High School students can be prepared to read authentic English textbooks used in universities.

One of the similarities which should be owned is grammar, the study of words and their functions. An English word which has various functions and is often found in authentic English textbooks used in universities is the word *that*. Because of its various functions, it may appear in different positions with different meanings, so it sometimes causes the sentences in which it occurs difficult to understand.

If many sentences in which the words *that* occur, are found in authentic English textbooks used in universities, there should be such sentences in English textbooks for Senior High School students, in order that Senior High School students will be familiar with them. Therefore I am curious to know what frequencies of the word *that* in English Textbooks for Senior High School students are, how the frequencies of the word *that* are classified, and how the comparison between frequencies of the words *that* in English textbooks for Senior High School students and those in authentic English textbooks used in universities is.

Through desk research on 10 textbooks of Bahasa Inggris untuk SMA (1988) and 10 textbooks of different sciences used in Sanata Dharma University, as the samples, I was able to collect data. From the data I found that the total frequencies of the word *that* in the observed English textbooks for Senior High School students were 386. These frequencies were then classified into the high, medium, and low frequency levels, according to the functions of the word *that*. The frequencies of the word *that* as a demonstrative adjective (24), demonstrative pronoun (31), relative pronoun with object reference (27), adverbial conjunction (28), and appositive conjunction were classified into the low frequency level. The medium frequency level belonged to the frequencies of the word *that* as a relative pronoun with subject reference(73). The high frequency level was occupied by the frequencies of the word *that* as an exple

tive conjunctions. From the result of the comparison between the frequencies of the word *that* in the English textbooks for Senior High School students (386) with those in the authentic English textbooks used in universities (482), I found that the first achieved almost 80% of the second. However, I also found that there was a big difference between frequencies of the word *that* as an appositive conjunction in English textbooks for Senior High School students (32) and those in authentic English textbooks used in universities (85). The frequencies of the first were much less than those of the second. On the contrary the frequencies of the word *that* as a relative pronoun with object reference in English textbooks for Senior High School students (27) were much more than those in authentic English textbooks used in universities (12).

From the paragraph which has just been discussed, we can conclude that there has been effort to prepare Senior High School students to read authentic English textbooks used in universities. However, the students should give more experience on reading reading passages which have more words of *that* functioning as appositive conjunctions.

In this thesis I would like to suggest the composers of English textbooks for Senior High School students to either write or choose reading texts which have the word *that* as an appositive conjunction, but not to add reading texts which have the word *that* as a relative pronoun with object reference. Also I would like to offer suggestion to English teachers to teach functions of the word *that* beginning from the function whose frequencies are included in the high frequency level to the function whose frequencies belong to the low frequency level, based on the classification of frequencies of the word *that* in the authentic English textbooks used in universities.