

ABSTRACT

A.T. IENEKE JULIANTY. The Authenticity of text in the Reading Materials for A3 SMA Students. Department English Language Education, Faculty of Language and Arts Education, Sanata Dharma Institute of Teacher Training and Education, Yogyakarta, 1989.

SMA students later will involve themselves with authentic text in English if they continue their study in higher education. They should be trained since they are in SMA. For this reason, I want to know the authenticity of reading materials in English textbooks for A3 SMA students.

This research was intended to describe the proportion of content words, function words, and sentence structure in each reading material in the English textbooks for A3 program, to detect the development of the reading materials from one level to the next level, to find out the authenticity of text in the reading materials for A3 SMA students.

As a matter of fact, two hypothesis were tested. The first was whether the reading materials in the English textbooks for A3 program are authentic or not. The second was whether the authenticity of these reading materials develops gradually or not.

The authenticity of text was tested with a statistical test, that is Chi Square. The development of authenticity was counted by their percentages. Concerning with sampling, the reading materials from the English textbooks for A3 program written by Drs. Artono Wardiman were chosen from the population, and it covers six books consisting of 84 reading materials.

As the conclusions, one of the research findings is that there are only 5, 5, and 6 authentic texts based on the word use for the first, second and third year respectively. There are 6, 9, and 6 authentic texts based on the sentence structure for the first, second and third year respectively. From all the materials, only 5 reading materials which are authentic based on the word use and sentence structure. The percentages of the authentic text based on the word use are 16.67%, 16.67%, and 25% for the first, second and third year respectively. The percentages of the authentic text based on the sentence structure are 20%, 30%, and 25% for the first, second and third year respectively.

Finally, the suggestion is that more authentic^{texts} should be given to the students. If the texts used are not authentic, the teachers should emphasize the understanding on the content because it is the main purpose of reading. The exercises should be given particularly those dealing with the understanding, for examples by asking the students to get the main ideas and to make summary.