

## Linguistics Features of Reading Passage in English Text Book K-13 Revised Edition for Senior High School Students in Indonesia: Analysis of Basic Text Properties

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### ABSTRACT

The objectives of this research are to identify the linguistic features contained in K 13 English textbook revised edition of grades X, XI, and XII published by the Ministry of Education and Culture of the Republic of Indonesia in terms of sentence pattern, types of tenses, voice, and aspect. This research is descriptive quantitative research. The sample of this research is thirty-nine reading passages were extracted from K13 English textbook revised edition published by the Indonesian Ministry of Education and Culture for senior high school students in Indonesia. All reading passages are taken as a sample, including fourteen texts of grade X, nine texts of grade XI, and sixteen texts of grade XII. The data were gathered by using a checklist and were analyzed by content analysis method. The findings showed that 1) The most common sentence patterns found are simple sentences. 2) Simple past tense is the majority of tenses used in reading the passages, especially at grade X and XI textbooks, while simple present tense is the dominant tenses found at grade XII. 3) The use of active voice dominates all reading passages at all grade levels. 4) The intensity of using the perfective aspect is higher than the imperfective aspect. 5) This result also implies that there are some differences in the findings of linguistic features from the three levels of this book. First, in terms of sentence patterns used in textbooks, at grade X the order of sentence patterns begins from the simple to the complicated one; simple sentences, then compound sentences, next complex sentences, and finally compound-complex sentences. Meanwhile, at grades XI and XII, the most complicated sentence patterns, namely compound-complex sentences, are less than compound sentences. Second, in terms of the types of tenses, the difference is that at grade X and XI textbooks, it is found that the dominant tenses used are simple past tense, while at grade XII textbooks, the most common tenses are simple present tense. these results indicate that the four linguistic features contained in English textbooks for high school In conclusion students in Indonesia need to be taught to students so that students can more easily understand and capture the meanings contained in the textbooks.

**Keywords:** Linguistic features, reading passage, English textbook, K 13 revised edition, basic text properties.

### ABSTRAK

Penelitian ini bertujuan untuk mengidentifikasi ciri kebahasaan yang terdapat pada buku teks bahasa Inggris K 13 edisi revisi kelas X, XI, dan XII terbitan Kementerian Pendidikan dan Kebudayaan Republik Indonesia ditinjau dari pola kalimat, jenis tenses, voice, dan aspect. Penelitian ini merupakan penelitian deskriptif kuantitatif. Sampel penelitian ini adalah tiga puluh Sembilan teks yang diambil dari buku teks bahasa Inggris K13 edisi revisi yang diterbitkan oleh Kementerian Pendidikan dan Kebudayaan Republik Indonesia untuk siswa sekolah menengah atas di Indonesia. Semua bacaan diambil sebagai sampel, meliputi empat belas teks kelas X, Sembilan teks kelas XI, dan enam belas teks kelas XII. Data dikumpulkan dengan menggunakan ceklis dan dianalisis dengan metode analisis konten. Hasil penelitian menunjukkan bahwa 1) Pola kalimat yang paling banyak ditemukan adalah kalimat sederhana (simple sentence). 2) Simple past tense adalah tenses yang paling banyak digunakan dalam teks bacaan, terutama pada buku pelajaran kelas X dan XI, sedangkan simple present tense adalah tenses yang paling dominan ditemukan di kelas XII. 3) Penggunaan kalimat aktif (active voice) mendominasi semua bacaan di semua tingkatan kelas. 4) Intensitas penggunaan aspek perfektif (perfective aspect) lebih tinggi dari pada aspek inperfektif (imperfective aspect). 5) Hasil ini juga menyiratkan bahwa ada beberapa perbedaan temuan fitur kebahasaan dari ketiga level buku ini. Pertama, dari segi pola kalimat yang digunakan dalam buku teks, di kelas X urutan pola kalimat dimulai dari yang sederhana sampai yang rumit; kalimat sederhana (simple sentence), kemudian kalimat majemuk (compound sentence), berikutnya kalimat majemuk setara (complex sentence), dan terakhir kalimat majemuk bertingkat (compound-complex sentence). Sementara itu, pada kelas XI dan XII, pola kalimat yang paling rumit yaitu kalimat majemuk setara (complex sentence), lebih sedikit dari pada kalimat majemuk (compound sentence). Kedua, dari segi jenis tenses, perbedaannya adalah pada buku teks kelas X dan XI ditemukan bahwa tenses yang dominan digunakan adalah simple past tense, sedangkan pada buku teks kelas XII, tenses yang paling banyak digunakan adalah simple present tense. Kesimpulannya hasil tersebut menunjukkan bahwa keempat ciri kebahasaan yang terdapat dalam buku teks bahasa Inggris untuk siswa SMA di Indonesia perlu diajarkan kepada siswa agar siswa dapat lebih mudah memahami dan menangkap makna yang terkandung dalam buku teks tersebut.

**Kata kunci:** Fitur linguistik, teks bacaan, buku teks bahasa Inggris, edisi revisi K 13, property teks dasar. Inggris

## INTRODUCTION

Linguistic features are linguistic elements contained in a text. Linguistic features refer to the use of sentence construction, grammar, and mechanical aspects of writing (Budiharso, 2006). Writing produces a written work, for instance, short stories, novels, articles, news, scientific papers, including reading passages in a textbook. So, it can be concluded that linguistic features are parts of the linguistic elements contained in a written work such as a reading passage in a textbook.

A textbook is a book containing a comprehensive compilation of content in a branch of study to explain it. Textbooks are produced to meet the needs of educators, usually at educational institutions. Today, many textbooks are published in both print and digital patterns. Likewise in Indonesia, the Ministry of Education has published learning textbooks for students and also teachers. Learning textbooks are published for all subjects, including English. The published learning textbooks serve as basic handbooks for students and teachers alike. Therefore, learning textbooks become the core of the teaching and learning process in schools.

English textbooks, as well as textbooks for other subjects, are being one of the important aspects supporting the achievement of basic competencies in teaching and learning activities in the classroom. Through this book, text-based learning materials are presented which are developed based on the basic competencies contained in the regulation of the Minister of Education and Culture of the Republic of Indonesia Number 37 of 2018 concerning Core Competencies and Basic Competencies of Subjects in the Curriculum 2013. In this book, various types of text are presented and the Teaching and learning process is introduced through a text-based approach. This text-based learning certainly requires students' reading skills to understand the passage in the textbook.

Reading skills are the most important skills for high school students to master not only to make it easier for students to understand the learning material but also as their preparation for higher education because in a university or college they must be able to read books, journal articles, and other reading materials in English that are available both in libraries and available regularly that are free from the internet. If their reading ability in English is weak, their reading reference will be limited to books or readings text available in Indonesian. Reading is one of the important skills that need to be acquired, especially for students in developing countries such as Indonesia who use English as a foreign language (EFL), but reading skills are often considered very difficult to master (Maharsi, et al., 2019). Therefore, it is necessary to find the main reason why reading skills are difficult to master, especially from the point of view of the linguistic characteristics of texts that must be read by high school students such as reading texts contained in their English textbooks.

The purpose of reading has been defined as the reason behind reading any written text (Thomas, 2001). There are four reading goals suggested by Thomas, namely: reading for pleasure, reading for understanding life, reading for understanding oneself, and reading for understanding other information. Reading for pleasure means that students read for entertainment depending on the characteristics of their enjoyment. Through reading, we can get various information to not only understand the content that other people may experience but also how other people feel. According to Rachmawati(2018), reading goals can be classified into two types: pragmatic goals and recreational goals. Pragmatic objectives are concerned with reading as the need to gather information. It is the recreational goal of pursuing the reader's pleasure and entertainment in reading texts (Rachmawati, 2018).

According to Linderhold, Cong, and Zhao (2008), the purpose of reading affects the success of understanding the text. Through different reading purposes, readers will use different types of reading skills. For important reading assignments, students will have different skills with the aim of reading for pleasure. Skimming and scanning will be done during important reading assignments but reading for fun or entertainment will require more

skill previews, predictions, as well as inference. Thus, the purpose of reading is to have different types of reading skills. Rosenshine and Hudson (2011) define seven reading skills as follows: (1) recognizing sequences, (2) understanding words in context, (3) identifying main ideas, (4) decoding details, (5) making conclusions, (6) recognizing cause and effect, and (7) compare and contrast. In particular, the first and second objectives require readers to understand the linguistic characteristics of the reading to be read such as phrase and sentence patterns, sentence patterns, frequently used discourse markers, and others.

Referring to the requirements of Standard English Competency for senior high school, students are expected to develop reading skills to understand short functional texts and essays such as narration, explanation, and discussion in the context of everyday life to access general and specific knowledge according to their majors (Varita, 2017). However, the reading comprehension ability of high school students is still far from what is expected. These data indicate that reading skills cannot be mastered quickly and easily; students must master all aspects of reading such as the main idea of the text, inference, detailed information, and vocabulary comprehension to achieve a passing standard in reading comprehension. Students should also know the linguistic characteristics of the text they read, such as the sentence pattern, tense, voice, and sentence aspect that are often used in English reading passages in textbooks used in high school.

## METHODOLOGY

This study used a descriptive quantitative method. Sugiyono (2015:11) interprets the quantitative method as a research method used to examine a population or a particular sample; data collection using research instruments, quantitative or statistical data analysis with the aim to trial the hypothesis. Furthermore, the study followed Deveci (2019) by calculating the average and identifying sentence pattern (simple sentence, compound sentences, complex sentence, or complex-compound sentence), tenses types (present tense, past tense, or future tense), voice (active voice or passive voice), and aspect (perfective or imperfective) in reading the passage of the English textbook on the research corpus.

According to Arikunto (2006:126), the equipment used by the researcher to collect the data is called an instrument. Theories used for identification referred to sentence character by Weber and Brizee (in Deveci, 2019) consists of 1) Simple Sentence, 2) Compound Sentence, 3) Complex Sentence, and 4) Complex-Compound Sentence, and Hopkins and Cullen (2007) for tenses, voice, and aspect. A lecturer validated/verified instrument data after the process of data analysis using Kappa validation had been conducted.

The analysis in this study was completed by identifying the linguistic features, namely; sentence patterns, tenses, voice, and aspect in the English textbook of grades X, XI, and XII. There are several stages used in this study to identify the linguistic features.

First, reading passage identification. It means all reading passages of grades ten, eleven, and twelve from K13 English textbook are identified. This identification process applied to all thirty-nine reading passages. Second, sentences usage identification. All reading passages are identified whether a sentence in each reading passage uses the simple tense, compound sentence, complex sentence, compound-complex sentence. To do this process, the theory of grammatical tenses from Weber and Brizee (in Deveci, 2019) is applied. This decision applied to all reading passages. All identified data is transferred to the checklist instrument after the marking process is done. Third, tenses usage identification. The usage of grammatical tenses in each reading passages is identified. To do this process, the theory of grammatical tenses from Hopkins and Cullen (2007) was applied. It identified whether a sentence in each reading passage uses the simple present tense, present progressive tense, present perfect tense, present perfect progressive tense, simple past tense, past progressive tense, past perfect tense, past perfect progressive tense, simple future tense, future progressive tense, future perfect tense, future perfect progressive tense, simple past future tense, past future progressive tense, past

future perfect tense, and past future perfect progressive tense. This decision applied to all reading passages. All identified data is transferred to the checklist instrument after the marking process is done.

Fourth, Voice patterns identification. A voice pattern (either it uses passive voice or the opposite) is also marked in each reading passage. Theory from Hopkins and Cullen (2007) is applied to this process. This decision applied to all reading passages. All identified data is transferred to the checklist instrument after the marking process is done.

Fifth, Aspect identification. An aspect of grammatical terms that have to do with how an action, state of being, or event unfolds concerning time is also marked in each reading passage into perfective and imperfective. This decision applied to all reading passages. All identified data is transferred to the checklist instrument after the marking process is done.

The last stage is interpretation. The interpretation means a process of giving explanation and meaning based on findings quantitative data that have been collected (reading passage identification, sentence pattern identification, tenses usage identification, voice patterns identification, and aspect identification). In other words, it is the process of transforming quantitative data into a qualitative one. Two types of interpretations have been done, which are; quantitative and qualitative interpretations (Creswell and Plano, 2007). A quantitative interpretation was summarized by giving explanations that engage only with theories and literature. Unlike quantitative one, qualitative interpretation is a process of interpreting findings that might include personal interpretations of the author. In addition, the interpretation also includes the act of comparing quantitative findings of linguistic characteristics between readings contained in textbooks for grades X, XI, and XII to find similarities and differences. Furthermore, to interpret data also meant to identify and explain the limitation of this study which can indicate future research.

This study used an independent rater (Swales, 1990) to validate the result of the data analysis. The independent rater used is an English teacher with magister in English language teaching. The independent rater was trained to identify the linguistic features using the research instrument attached in the Appendix to ensure that the independent rater clearly understands how to identify the language features of the sentence and code the sentence pattern, tenses types, voice, and aspect in the reading passage of each textbook. Furthermore, an independent rater was assigned to analyze 30% of the total number of reading passages taken randomly. If there are misidentification and code errors that occur in the sample of reading passages in the training, so discussion, negotiation, and clarification are held to reach an agreement between the researcher and the co-rater.

In this study, the Cohen Kappa coefficient analysis was used to evaluate the inter-rater reliability of linguistic features (sentence pattern, tenses types, voice, and aspect) in all sections of the reading passage. The maximum score in Cohen Kappa's statistical analysis is 1.00 and the lowest is 0.00 (Brown, 1996). Also, if Cohen's Kappa score is less than 0.40 it is considered 'bad', between 0.40-0.59 'reasonable', between 0.60-0.74 'good', and 0.75 or above 'outside ordinary' (Kanoksilapathan, 2005). After comparing the results of data analysis from the researcher and the independent rater in the sample text, the Kappa coefficient value is calculated.

Basically, Cohen's Kappa statistics are calculated as percent agreement, in which it is the number of agreed scores divided by the total number of scores and multiplied by a hundred percent. Dobakhti (2011) visualized the measurement of Cohen's Kappa statistics as follows:

$$\frac{A}{(A+D)} \times 100\% = \text{Result of reliable agreement.}$$

Description:

A = the number of agreements

D = the number of disagreements

## FINDING AND DISCUSSION

### Findings

Cohen's Kappa statistics is applied to measure the reliability and accuracy agreement of data which are analyzed by researcher and co rater. Results of Cohen's Kappa statistics (K) showed high agreement with little difference in which K equals 100 by researcher and 0.91 by co rater.

The divergence of K between the researcher (1.00) and co rater (0.91) is 0.09. This finding also means that 91% of data evaluation between researcher and co rater is matched. In other words, reliability and accuracy of data from both researcher and co rater are reached shown by the Kappa value is above 0.90 or above 90%, in which this value confirmed "Perfect" level of agreement.

In detail, the result of the inter-rater reliability of the language features of the reading passage is shown in table 1 below.

Table 1. Inter-rater Reliability of the Language Features of Reading Passage

Inter-rater reliability of the language features of the reading passage	
Sentence Pattern	Cohen's Kappa Score
Simple	.90
Compound	.91
Complex	.94
Compound-Complex	.90
Tenses Types	
Simple Present	.95
Present Progressive	.75
Present Perfect	.86
Present Perfect Progressive	1.00
Simple Past	.94
Past Progressive	1.00
Past Perfect	.92
Simple Future	.76
Past Future	.90
Voice	
Active	.89
Passive	.98
Aspect	
Perfective	.94
Imperfective	.86
Average	.91

All variables' data in twelve texts were evaluated and cross-checked. Those variables are in terms of Sentences pattern, Tenses (simple present tense, present progressive tense, present perfect tense, present perfect progressive tense, simple past tense, past progressive tense, past perfect tense, past perfect progressive tense, simple future tense, future progressive tense, future perfect tense, future perfect progressive tense, simple past future tense, past future progressive tense, past future perfect tense, and past future perfect progressive tense), Voice patterns (Passive and Active voices), and Aspect (Perfective and imperfective) in K13 English textbook revised edition.

### Sentence Pattern

The pattern of sentence findings showed varied frequencies and tendencies in every passage in all grades; grade X, grade XI, and grade XII. The findings were revealed in Table 2 as follows:

Table 2. Distribution and Comparison of Sentence Pattern

Sentence Pattern	English Text Book			Total	Percentage
	Grade X	Grade XI	Grade XII		
Simple	139	130	78	347	36,88%
Compound	112	99	72	283	30,07%
Complex	74	42	51	167	17,75%
Compound-complex	35	54	55	144	15,30%

Based on Table 2, results showed that the tendency to use simple sentences in English textbooks at all grade levels is the highest, starting from grade X, XI, and XII, respectively, 139 times, 130 times, and 78 times. This was followed by a compound sentence in second place with 112 times found in English textbooks for grade X, 99 for grade XI, and 72 for grade XII. While complex sentences are the lowest types of sentences found at two levels, namely grade XI and XI 42 times each in grade XI English books and 51 times in grade XII English books, while in grade X the lowest types of sentences that were found were compound-complex sentences with 35 times. Examples of sentences pattern taken from the data in this study are given below.

#### Extract 1: Simple Sentence

- 1) Hello, Alia! Let me introduce myself. (English textbook grade X, passage 1, page 4)
- 2) My name is Hannah. (English textbook grade X, passage 1, page 4)
- 3) I know your name from my friend, Caroline. (English textbook grade X, passage 1, page 4)

The structure of the sentences at extract 1 have subject + verb and expresses a complete thought and those sentences only have one independent clause, so that these sentences are included in a simple sentence pattern.

#### Extract 2: Compound Sentence

- 1) I'm 16 years old **and** I attend Thomas Edison High School here in Minneapolis, the middle child. (English textbook grade X, passage 1, page 4)
- 2) I don't like reading **but** I love drawing **and** painting. (English textbook grade X, passage 1, page 4)
- 3) I like history very much; it helps me know more about how different countries existed in the past. (English textbook grade X, passage 2, page 5)

The examples of the sentences at extract 2 are included in a compound sentence because those sentences have two (or more) independent clauses joined by a conjunction or semi-colon and each of those clauses could pattern a sentence alone. The word “**and**” and “**but**” are conjunctions and in the third example are using a semicolon (;).

**Extract 3: Complex Sentence**

- 1) It is also a famous center for research about orangutans **which** has been conducted by famous primatologist Dr. Birute Galdikas since 1971. (English textbook grade X, passage 3, page 53)
- 2) People can get soaked on the Hurricane Deck **where** they are just feet from the thundering waters. (English textbook grade X, passage 5, page 72)
- 4) On 30 October 1945, Brigadier Mallaby was killed **as** he was approaching the British troops’ post near Jembatan Merah or Red Bridge, Surabaya. (English textbook grade X, passage 9, page 123)

The examples of a complex sentence at extract 3 show that those sentences consist of an independent clause plus a dependent clause, in which each dependent clause starts with a subordinating conjunction or a relative pronoun, and contains a subject and verb, but does not express a complete thought, for instance, the word “**which**”, “**where**” and “**as**”

**Extract 4: Compound-Complex Sentence**

- 1) Malin Kundang **and** his mother had to live hard **because** his father had passed away **when** he was a baby. (English textbook grade X, passage 14, page 172)
- 2) When Cut Gambang cried over his death, Cut Nyak Dhien slapped her, **and then** she hugged her **and** said: “As Acehnese women, we may not shed tears for those who have been martyred.”(English textbook grade X, passage 11, page 146)
- 3) They ran away in great haste, **but** one demon, **who** was left behind, trembled **while** holding the magic hammer. (English textbook grade X, passage 12, page 159)

A compound-complex sentence consists of at least two independent clauses and one or more dependent clauses. In the first example there are three independent clauses “**Malin Kundang had to live hard**”, “**his mother had to live hard**”, and “**his father had passed away**” and one dependent clause “**he was a baby.**” Signed by the using of conjunctions “**and**”, “**because**”, and “**when**”. While the second example is signed by using “**and then**” “**and**”, **colon (:)**and a third example are signed by using the word “**but**”, “**who**” and “**while**”.

**Tenses Types**

Types of tenses findings showed varied frequencies and tendencies in every passage in all grades; grade X, grade XII, and grade XII. The findings were revealed in Table 3 as follows:

Table 3. Distribution and Comparison of Tenses Types

Tenses Types	English Text Book			Total	Percentage
	Grade X	Grade XI	Grade XII		
Simple Present	202	271	227	700	44,53%
Present Progressive	3	8	13	24	1,53%
Present Perfect	13	28	10	51	3,24%
Present perfect progressive	0	0	0	0	0,00%
Simple Past	301	276	72	649	41,28%
Past Progressive	6	12	0	18	1,15%
Past Perfect	5	14	2	21	1,34%
Past Perfect Progressive	1	1	0	2	0,13%
Future	11	13	28	52	3,31%
Future Progressive	0	0	0	0	0,00%

Future Perfect	0	0	0	0	0,00%
Future Perfect Progressive	0	0	0	0	0,00%
Past Future	14	22	14	50	3,18%
Past Future Progressive	0	0	0	0	0,00%
Past Future Perfect	0	5	0	5	0,32%
Past Future Perfect Progressive	0	0	0	0	0,00%

Table 3 shows that the most common types of tenses found in the English textbook are simple past tense at grades X and XI, respectively 301 and 226 times or 54.14% and 42.46% of the total sentences. Meanwhile, at grade XI, the most common tendency of sentences found in the simple present tense with 277 or 66.59% of the total sentences.

In the second place, the most common sentences found in English textbooks grade X and XI are simple present tense with 202 times and 271 times or 36,33% and 41,69% of the total sentences, respectively. Whereas, the type of sentence in the second-order most commonly found in grade XI is the opposite, namely the simple past tense with a total of 72 sentences or 17,31% of the total sentences.

In detail, at grade X the types of sentences found next are past future with 14 times or 2.52%, present perfect with 13 times or 2.34%, simple future with 11 times or 1.98%, past progressive tense 6 times or 1.08%, past perfect 5 times or 0,90%, present progressive with 3 times or 0,54 %, past perfect progressive with only 1 time or 0,18%, and finally, there are seven types of sentences that are not found in grade X English textbooks, they are present perfect progressive, future progressive, future perfect, future perfect progressive, past future progressive, past future perfect, and past future perfect progressive.

At grade XI, the types of sentences found next are present perfect ( 28 times or 4,31%), past future (22 times or 3,38%), past perfect (14 times or 2,15%), simple future (13 times or 2,00%), present perfect (8 times or 1,23%), past future perfect (5 times or 0,77%), past perfect progressive (1 time or 0,15%), and finally there are six types of sentences that are not found in grade XI English textbooks, they are present perfect progressive, future progressive, future perfect, future perfect progressive, past future progressive, and past future perfect progressive.

Finally, at grade XII the types of sentences found next are simple future (28 times or 6,73%), past future (14 times or 3,37%), present progressive (13 times or 3,13 %), present perfect (10 times or 2,40%), past perfect (2 times or 0,48%), and finally, there are six types of sentences that are not found in grade XII English textbooks, they are present perfect progressive, past progressive, past perfect progressive, future progressive, future perfect, future perfect progressive, past future progressive, past future perfect, and past future perfect progressive. From all grades, the types of tenses that never be found are present perfect progressive, future progressive, future perfect, future perfect progressive, past future progressive, and past future perfect progressive. Below are given examples of types of tenses found in the text.

#### Extract 1: Simple Present

- 1) "Pray, **let** me live! **I am** not a real fish; **I am** an enchanted prince. **Put** me in the water again, and **let** me go! **Have** mercy kind fisherman." (English textbook grade XI, passage 4, page 117)
- 2) These **are** a few cases out of hundreds of similar cases and the number is increasing over time. (English textbook grade XI, passage 5, page 125)
- 3) Bullying **affects** children both psychologically and physically. (English textbook grade X, passage 5, page 125)



The verb contained in the direct sentence quote, such as “**let**”, “**am**”, “**put**”, and “**have**” at the first example are included in verb 1, so the sentences are simple present tense. Likewise, the verb 1 also appear in the second and third examples that using “**are**” and “**affects**”

**Extract 2: Present Progressive**

- 1) “**I’m going** now,” Issumboshi said (English textbook grade X, passage 13, page 158)
- 2) **I am writing** this letter to you out of extreme urgency, otherwise, I wouldn’t have disturbed you. (English textbook grade XI, passage 7, page 148)
- 3) What is the best way to ensure **you are getting** the right shampoo for your dog? (English textbook grade XII, passage 14, page 127)

The verb “**am going**”, “**am writing**”, “**are getting**” at the second extract is to be plus verb –ing. They are progressive verbs that are used to express ongoing events. Therefore extract 2 is defined using present progressive tense.

**Extract 3: Present Perfect**

- 1) The news ran fast in the town; “Malin Kundang **has become** rich and now he is here”.(English textbook grade X, passage 14, page 172)
- 2) First of all, there is irrefutable evidence that human activities **have changed** the atmosphere of our earth. (English textbook grade XI, passage 1, page 46)
- 3) A recent study **has shown** that due to unpredictable weather patterns, there **has been** a lot of **failed** crops (Reuters, 2007) (English textbook grade X, passage 1, page 4)

In the first sentence the word “**has become**” indicates that the sentence is a present perfect, likewise the word “**has changed**” in the second sentence, and “**has shown**” and “**have been failed**” in the last sentence.

**Extract 4: Simple Past**

- 1) Bacharuddin Jusuf Habibie **known** as B.J. Habibie **was** born on 25 June 1936. (English textbook grade X, passage 11, page 134)
- 2) When he **was** 14 years old, Habibie’s father **died**. (English textbook grade X, passage 11, page 134)
- 3) Following his father's death, Habibie **continued** his studies in Jakarta and then in 1995 **moved** to Germany. (English textbook grade X, passage 11, page 134)

The verbs that appear in those three examples are verb 2, such as “**known**”, “**was**”, “**died**”, “**continued**”, and “**moved**”. it indicates that they are simple past tense.

**Extract 5: Past Progressive**

- 1) Then I was suddenly hit by lightning when I found out Afgan **was coming** to town for a concert in a local auditorium. (English textbook grade X, passage 8, page 110)
- 2) Mum **was making** sure that we didn’t miss any sight of the whole city, so we had practically been everywhere. (English textbook grade XI, passage 2, page 62)
- 3) As he **was going** down to the shore a dreadful storm arose. (English textbook grade XI, passage 4, page 119)

The auxiliary verb “was” followed by verb-ing in the sentences, such as “**was coming**”, “**was making**”, and “**was going**” are indicating that they are past progressive tense that tells the ongoing event in the past.

**Extract 6: Past Perfect**

- 1) Malin Kundang and his mother had to live hard because his father **had passed** away when he was a baby. (English textbook grade X, passage 14, page 172)
- 2) She **had pleaded** Malin Kundang to look at her and admit that she was her mother. (English textbook grade X, passage 14, page 172)
- 3) At last Malin Kundang said to her “Enough, old women! I **have** ever **had** a mother like you, dirty and ugly women!” (English textbook grade X, passage 14, page 172)

The auxiliary verb “had” followed by verb 3 in the sentences, such as “**had passed**”, “**had pleaded**”, and “**have ever had**” are indicating that they are past perfect tense that

describes an action that has been completed in the past, or explains two events that have occurred, but emphasizes which event occurred first.

**Extract 7: Past Perfect Progressive**

I **had** always **been thinking** of how I would feel when I met him. (English textbook grade X, passage 8, page 110)

This is the only sentence of past perfect progressive tense found in the textbook. It is the auxiliary verb “**had been**” followed by verb -ing “**thinking**”. It indicates that this sentence is a past perfect progressive tense.

**Extract 8: Simple Future**

- 1) “We **will call** this child ‘Isomboshi,’” they said. (English textbook grade X, passage 12, page 157)
- 2) As you know, mum loves shopping, so she goes and **will go** for hours.(English textbook grade XI, passage 2, page 62)
- 3) If I leave it like this, my family **will die** of hunger, since we **will not have** anything to eat. (English textbook grade XI, passage 7, page 148)

Those examples of the tenses are using a verb tense used for a future activity or a future state of being, for instance, “**will call**”, “**will go**”, “**will die**”, and the negative of “**will not have**”. Because of that those sentences are included in the simple future tense.

**Extract 9: Past Future**

- 1) British **would not ask** Indonesian troops and militia to surrender their weapon. (English textbook grade X, passage 9, page 123)
- 2) No one **should have** that kind of power. (English textbook grade XI, passage 5, page 125)
- 3) These children are our future and we **should make** every possible effort to stop bullying. (English textbook grade XI, passage 5, page 125)

The past future is constituting a verb tense that is traditionally patterned in English with would or should be followed by verb 1, and denotes an action or state as future from a past point of view, such as the word “**would not ask**”, “**should have**”, and “**should make**”.

**Extract 10: Past Future Perfect**

- 1) “No, I **didn’t**, what **should I have asked for**?” replied the fisherman. (English textbook grade XI, passage 4, page 117)
- 2) “I **am surprised you don’t realize what you should have asked for**. We live very wretchedly here, in this nasty and dirty hut. We are poor and I am so miserable. You **should have asked for a nice cozy cottage**. Now go back to the fish that we want a snug little cottage”, said his wife. (English textbook grade XI, passage 4, page 117)

Those three sentences are used to express the ‘idea’ in the past that an action/event was predicted, planned, promised, expected or obliged to have been done completely before/ by a certain time in the future (of past), or before/while another action/event happened in the future of past, regardless the fact that the idea has not been proved to be true by using “**should have asked**”

**Voice**

Results of voice patterns showed varied frequencies in every grade of thirty-nine passages .Table 4 revealed the findings as it is seen as follows:

Table 4. Distribution and Comparison of Voice Pattern

Voice Pattern	English Text Book			Total	Percentage
	Grade X	Grade XI	Grade XII		
Active	481	510	383	1374	89,05%
Passive	75	61	33	169	10,95%

As can be seen in Table 4, Voice Patterns in the English textbook for all grades revealed the use of Active voice dominated all reading texts compared to Passive voice. Below is an example of a voice pattern from the data for this study.

**Extract 1: Active Voice**

- 1) To see orangutans, we should go camping Leaky. (English textbook grade X, passage 3, page 53)
- 2) Traveling in the boat offers an unforgettable experience. (English textbook grade X, passage 3, page 53)
- 3) Taj Mahal, an epitome of love, is a mausoleum. (English textbook grade X, passage 4, page 58)

All sentences in extract 1 appear that it is an active voice where all sentences has a subject that acts upon its verb and the subject of a sentence pattern the verb's action. Table 4 also shows that passive voice is used only for a small part of the whole text. Examples of passive voice taken from the data in this study are given below.

**Extract 2: Passive Voice**

- 1) Taj Mahal **was constructed by** Mughal Emperor Shah Jahan in memory of his beloved wife and queen. (English textbook grade X, passage 4, page 58)
- 2) The dome **is surrounded by** four smaller domes. (English textbook grade X, passage 4, page 59)
- 3) These plans **are** in accordance with the regulations **required by** the authorities in Singapore and the budget allocated for the concert. (English textbook grade X, passage 6, page 83)

Passive voice pattern is defined by placing the subject at the beginning of a sentence, followed by Be verb (am, are, is) and past participle or verb3 like stand in those three sentences “**was constructed by**”, “**is surrounded by**”, and “**are required by**”.

**Aspect**

Aspects of the sentence showed varied frequencies and tendencies in every passage in all grades; grade X, grade XII, and grade XII. The findings were revealed in Table 5 as follows:

Table 8. Distribution Comparison of Aspect Pattern

Aspect	English Text Book			Total	Percentage
	Grade X	Grade XI	Grade XII		
Perfective	546	629	403	1578	97,29%
Imperfective	10	21	13	44	2,71%

Based on Table 5, aspect patterns in the English textbook for all grades revealed the use of perfective aspect dominated all reading texts compared to imperfective, where perfective aspect was more often used than imperfective aspect with frequencies comparison for grade X (546:10 or 98,20% : 1,80%), for grade XI (629:21 or 96,77% : 3,23%), for grade XII (403:13 or 96,88% : 3,13%). Below is given examples of both aspects; perfective and imperfective.

**Extract 1: Perfective Aspect**

- 1) My father was a barista. (English textbook grade X, passage 1, page 4)
- 2) I don't like reading but I love drawing and painting. (English textbook grade X, passage 1, page 4)
- 3) The new seven-week term will begin on Tuesday, March 3, 2015. (English textbook grade X, passage 7, page 84)

The perfective aspect includes the past tense, present tense, and future tense which is found greater than the other tenses. In those three examples, the grammatical aspect describes an action viewed as a simple whole.

### Extract 2: Imperfective Aspect

- 1) One day, when Malin Kundang **was sailing**, he saw a merchant's ship being raided by a band of pirates. (English textbook grade X, passage 13, page 172)
- 2) I **am writing** to you from this really cute little cafe on the Senggigi beach. (English textbook grade XI, passage 2, page 62)
- 3) As he **was going** down to the shore a dreadful storm arose. (English textbook grade XI, passage 4, page 119)

The imperfective aspect includes the progressive tense and habitual or repeating, likewise in the word “**wassailing**”, “**am writing**”, and “**was going**” in the sentences of extract 2 above.

### Discussion

#### Sentence Pattern Usage in English Text Book for Senior High School Students

In general, almost all reading texts in grades ten, eleven, and twelve use simple sentences. It implies that a simple sentence is a much more superior pattern of sentence used in all reading text compared to the other three patterns of sentences; compound sentence, complex sentence, and compound-complex sentence. The results of the analysis also show that for grade ten the number of a pattern of sentences based on the difficulty level of sentences is arranged sequentially from simple to complex.

This is inversely proportional to grades XI and XII where the number of the most complicated sentences, namely compound-complex sentences, is more than complex sentences. This is probably because there is a linkage between the genre of the text and the pattern of the sentences, as we know from the data that English textbook K13 revised edition published by kemdikbud has a lot of text. In line with Rachmawati (2018) states that reading has become the main focus on learning English in Indonesia today. Therefore, various efforts need to be made to make reading learning more effective and efficient. One of the efforts is to provide Indonesian students with an understanding of the pattern of sentences.

By Novalinda Puspita A. S. P. (2018) study on a syntactic analysis of sentence structures aims to find out the type of sentences used in the fairy tale. She found that complex sentence is the majority of sentence pattern found in the data following by compound-complex sentence, compound sentence, and the last one simple sentence. As in the reading, the passage includes the material of the narrative.

#### Grammatical Tenses Usage in English Text Book for Senior High School Students

The second analysis is on grammatical tenses usage used in an English textbook for senior high school students in Indonesia. The data of this study show that the majority of types of sentences used at two levels, grade X and grade XI is the simple past tense. If it is related to the basic competencies of teaching materials at these two levels, it is very reasonable because in grade X there is the most material contributing to simple past tense (3.7 distinguishing social functions, text structure, and linguistic elements of some recount texts orally and in writing by giving and request information related to historical events according to context use and 3.8 distinguishing social functions, text structure, and elements linguistics of some narrative texts orally and in writing by giving and requesting information related to legend people, simple, by the context of use). XI contains KD 3.6 distinguishing social functions, text structure, and elements linguistics of some special texts in the pattern of a personal letter with giving and receiving information related to their own activities and surrounding people, according to the context of use. The three types of text are the most contributors to simple past tense because the text tells about the past event.

While at grade XII, the most common tense is found in the simple present tense. Similar to the findings at the previous two levels, this is also caused by the material on the basic competencies taught at this level. Three texts contribute the most simple present tense.

namely in KD 3.2 distinguishing social functions, text structures, and linguistic elements of several special texts in the pattern of job applications, by giving and asking for information related to identity, educational background/work experience, in accordance with the context of its use, KD 3.3 distinguishes social functions, text structures, and linguistic elements of several special texts in the pattern of caption text, by giving and asking for information related to pictures/photos/tables/graphs/charts, according to the context of their use and KD 3.6 distinguishes social functions, text structure, and linguistic elements of several oral and written procedure texts by giving and asking for information related to manuals on the use of technology and tips, short and simple, according to the context of their use.

Logically, the higher the level, the more diverse and complex the types of sentences are. However this finding is the opposite, at grade XII the diversity of sentences found was not as diverse and as much as in grades below. Of course, this contradicts with Vint To (2018) that found the complexity of English textbooks grows from the lower to the higher complexity. So, it may conclude that the concept of arrangement of this English textbook K13 revised edition is not based on the complexity of the tenses.

### **Voice Pattern Usage in English Text Book for Senior High School Students**

In general, almost all reading text uses active voice while very view the reading text use the passive voice. It implies that active voice seems to be the dominant voice pattern used in an English textbook. This is probably because the active voice is more simple than the passive one. According to Furreura in her writing entitled *The Importance of Active Voice in Content*, "Academic writing typically refers to active language as more simplistic and finds it less effective at highlighting the important participant in the sentence, which, although counterintuitive, is not always the subject.

The use of active voice in the English textbook revised edition published by Kemdikbud R.I was preferable rather than passive voice usage. At all levels, the use of this active voice is the most dominant found in English textbooks for high school students and vice versa. It was even found that there were some texts that did not use passive voice at all, such as in the text entitled "An Email From Hannah" at grade X, "A Letter for Siti" at grade XI, and four texts at grade XII; "Vacancy", "The Construction of Jakarta", "How to Make Chocolate Dipped Strawberries" and the last "Trip to the Botanical Garden"

This finding is in line with Setyo Adi Wicaksono (2008) study about the type of active and passive voice that occur in the headlines of *The Jakarta Post* edition 28<sup>th</sup> – 30<sup>th</sup> January 2008 found that the use of active voice is more dominant than passive voice. His finding is suitable with the finding on the grade XII on a topic of a news item. It is may conclude that the pattern of voice in English reading passages are similar to the other reading text, such as news item.

### **Aspect Usage in English Text Book for Senior High School Students**

The tendency of using perfective and imperfective aspects in an English textbook for senior high school students in Indonesia reveals that the perfective aspect is a far superior aspect used to the imperfective one in all three levels. The perfective aspect was found with a very wide comparison and wide range of percentages; 55:1 at grade X, 30:1 at grade XI, and 31:1 at grade XII.

This result is in line with the types of sentence analysis results because the perfective aspect includes the past tense, present tense, and future tense which is found greater than the other tenses. While the imperfective aspect includes the progressive tense and habitual or repeating that found fewer than the other tenses.

### **The Differences of English Text Book of Grade X, XI, and XII**

Distinguishing an object that is not of the same level is certainly not equal; of course, it is certain that the results will be different. However, the researcher wants to highlight that there

should be differences between reading passages at these three levels in terms of sentence patterns used, types of tenses, voices, and also their aspects. The differences found in this study include; First, the dominant sentence patterns found in all grades are simple sentences, but the rarest sentence patterns found at grade X are compound-complex sentences, while at grades XI and XII are complex sentences. The reason why the simple sentence becomes the dominant sentence pattern found in all grades is that the students of senior high school in Indonesia are still learning how to read and understand the reading passage. Moreover, English still become a foreign language in Indonesia.

This finding is related to the previous study conducted by Mastang (2017), in which his study found that the students of senior high school grade XI have a problem in mastery compound (compound-complex) sentences. The results of his research showed that the ability of students in mastering compound words and sentences was still less visible.

Besides that according to Vint To (2018) research on linguistic complexity analysis: a case study of commonly-used textbooks in Vietnam aimed to examine how the language of textbooks deployed in teaching English as a foreign language (EFL) of 24 reading texts in the chosen textbooks show that overall textbook texts grew complex when their levels advanced from the side of three linguistic features namely, lexical density, nominalization, and grammatical metaphor. So, it means that normally the reading textbook grows from the easiest to the harder based on the level.

Second, from the side of types of sentences. These three grades differ in the distribution of the types of sentences found. the higher the level of the textbook, the more diverse and many types of tenses are found. but what was found was the opposite, in grade XII the diversity of sentences found was not as diverse and as much as in grades below it. This shows that the arrangement of this textbook is not based on the complexity of the sentence types. So, this finding is not in accordance with Vint To (2018) that found the complexity of English textbooks grows from the lower to the higher complexity.

## CONCLUSION AND SUGGESTIONS

### Conclusion

Simple sentences are the most common pattern of sentences found in English textbooks for senior high school students in Indonesia at grade X, grade XI, and grade XII. In addition, compound sentences are also commonly found in English textbooks, although not as much as simple sentences. Furthermore, the next two sentence patterns are complex sentences and compound-complex sentences, two-sentence patterns that have more complicated structures are less commonly found in English textbooks for senior high school students in Indonesia; a) Simple past tense is the most common type of tense found in an English textbook for senior high school students in Indonesia especially at grade X and XI, while at grade XII simple present tense is the common one. While in a less conspicuous comparison simple present tense is also found in English textbooks for senior high school students in Indonesia especially at grade X and XI, in the opposite for grade XII simple past tense in the second position. Some other sentences also found although with a smaller percentage, for instance past future, present perfect, simple future, past progressive tense, past perfect, present progressive, and past perfect progressive. In addition, there are also several types of sentences that are not found in English textbooks at all, such as perfect progressive, future progressive, future perfect, future perfect progressive, past future progressive, past future perfect, and past future perfect progressive at grade X, present perfect progressive, future progressive, future perfect, future perfect progressive, past future progressive, and past future perfect progressive at grade XI and the last one present perfect progressive, past progressive, past perfect progressive, future progressive, future perfect, future perfect progressive, past future progressive, past future perfect, and past future perfect progressive at grade XII; b) active voice becomes the most dominant voice found in English textbooks for senior high school students in Indonesia. The pattern of sentence

commonly found at grade X is different from grade XI and XII, in which at grade X the pattern of sentences found in an English textbook for senior high school students from the most commonly found to the least: simple sentence, compound sentence, complex sentence, and compound-complex sentence, while at grade XI and XII the pattern of sentences found in an English textbook for senior high school students from the most commonly found to the least is a simple sentence, compound sentence, complex sentence, and compound-complex sentence. The dominant types of tenses found in grade X and XI are also different from grade XII. At grades X and XI, simple past tense is the common one while at grade XII simple present tense is the dominant tenses found.

### Suggestions

Based on the research finding of the current study that has been concluded above, it is suggested several points. 1) This study is limited only to some linguistic features; sentence pattern, tenses types, voice, and aspect of reading passage in English textbook published by the Indonesian Ministry of Education and Culture for senior high school students in Indonesia; it is suggested for further research to include the other types of linguistic features of a reading passage. In addition, the researcher also suggests for further research to analyze English textbooks published by other publishers that are used in Indonesia as a supplement or enrichment book, not only a textbook used in senior high school but also at the lower level; junior high school and at the higher level; university; 2) Senior high school students in Indonesia are advised to learn and understand some linguistic characteristics of English reading texts such as the pattern of the sentence, types of tenses, voice, and aspects that may be used to improve their reading comprehension skills; and 3) English teachers of senior high schools in Indonesia are suggested to provide more understanding to students regarding some linguistic characteristics of English reading texts such as a pattern of a sentence, types of tenses, voice, and aspects so that students will have better prepared and able to understand English reading texts easily. With the knowledge of linguistic characteristics of English reading texts, it is hoped that the teaching and learning activities of English reading in senior high school will be more effective and efficient, so that students' reading skills in English will increase significantly.

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