

**ANALYZING THE COMPATIBILITY OF READING MATERIAL IN
JUNIOR HIGH SCHOOL GRADE VIII TEXTBOOK WITH THE BASIC
COMPETENCE OF ENGLISH CURRICULUM**

(A Qualitative Study at SMPN 1 Unggul Sukamakmur)

THESIS

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THESIS

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Menyatakan dengan sesungguhnya bahwa skripsi yang berjudul **“Analyzing The Compatibility of Reading Material in Junior High School Grade VIII Textbook with the Basic Competence of English Curriculum (A Qualitative Study at SMPN 1 Unggul Sukamakmur)”** adalah benar karya asli saya, kecuali lampiran yang disebutkan sumbernya. Apabila terdapat kesalahan dan kekeliruan di dalamnya, sepenuhnya menjadi tanggung jawab saya.

Demikianlah surat pernyataan ini saya buat dengan sesungguhnya.

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ABSTRACT

Curriculum is the basic concept in educational system. Curriculum covers what and how education ran. Because of it, all of supporting tools are designed to adapt curriculum issues included textbook or other sources. However, new curriculum adaption runs more slowly than curriculum itself. It is found several educational institution only use new curriculum as their label, in fact they still use previous curriculum in practice. This research is focused on analyzing reading materials in the English textbook entitled *Competence-Based English* for grade VIII of Junior High School published by Grafindo Media Pratama (GMP). The writer implemented three methods in doing this research, they were: observed reading class activities, interviewed the Principal and English teachers, and analyzed the reading material in *Competence-Based English* textbook. This research aims to find out the compatibility between reading material in Junior High School for grade VIII textbook with basic competence of school-based curriculum at SMPN 1 Unggul Sukamakmur and also to find good criteria for reading text that relevant to basic competence of school based curriculum. The research findings show that the reading materials in *Competence-Based English* textbook for grade VIII of Junior High School were not compatible with reading basic competence although according to interview results, teachers assumed the reading material were compatible and relevant. The writer also found the book is written based on competency based curriculum or known as KBK and standard content on 2005. SMPN 1 Unggul Sukamakmur used KTSP as their curriculum but their textbook still based on KBK curriculum. Moreover, a good reading material should be relevant to standard competence and basic competence of curriculum used.

Key Words: *Compatibility, Reading Material, Textbook, Curriculum*

CHAPTER I

INTRODUCTION

A. Background of Study

Educational system in Indonesia is arranged by the government through curriculum. Curriculum is very important in teaching learning process and help the teacher as a guide for the teachers in preparing their teaching material. The education curriculum has been revised for several times and the current one is 2013 curriculum. Government claims that the revision of the curriculum is aimed to provide better quality of education. Although the government envolved the latest curriculum, but because of some factors, there are many schools that still apply School-based Curriculum.

English as a compulsory subject is also guided by curriculum, including four English competencies; reading, writing, listening and speaking. The government arranges English as a compulsory subject in every level of schools, since Elementary School to High School and it becomes one of subjects to be examined in the National Examination. In the practice of teaching English as a foreign language in Indonesia, reading skill becomes more important to be mastered by students because most of questions for English test in the National Examination (Ujian Nasional) consists of reading comprehension.

For reading class, materials play a significant role in defining the course itself. Reading text can be taken from textbook or anywhere depends on the learning needs. It is understandable that teachers cannot always come up with time and energy to create their own materials. Fortunately at the present, there are many textbooks as a supporting tool. Even so, sometimes teachers need to analyze and modify the text, so it can match the needs, proficiency level and interest of their students, as well as the learning objectives for reading.

Relating to textbook, a good text for reading comprehension in a textbook should be suitable with the curriculum. It means that the content of a text have to cover standard of competence and basic competence. Standard of competence and basic competence are the only components of the English syllabus of School-based Curriculum regulated by the Minister of Education in the Act of Ministry no.22/2006. Actually, this condition makes the school to be free to create their own material or use independent textbook for teaching reading. But in fact, most of schools prefer to use available textbook to teach reading.

Based on the observation that was done by the writer, SMPN 1 Unggul Sukamakmur is one of the schools where teacher taught reading comprehension using textbook entitled "*Competence-Based English*". Although the chosen instructional materials should be based and meet the basic competencies, many teachers pay less attention to that point, whether the textbooks are accordance with the standard of competence and basic competence or not is questionable. This happens in reading learning session at the seventh grade of SMPN 1 Unggul Sukamakmur. The students

at the seventh grade of SMPN 1 Unggul Sukamakmur are divided into two classes. There are prime class and regular class. Based on the writer's observation, the regular class uses the book "*Competence-Based English*" in their reading lesson. While prime class sometimes uses that book and also takes the available reading from the internet. According to the English teacher in regular class, there were different level of competencies between students in the prime class and in the regular class; that is the reason of choosing different sources of reading text. This situation raises a question, whether the reading material in the textbook "*Competence-Based English*" is suitable with the basic competence of English curriculum or not, and why the teacher in the prime class must take the reading text from other sources. Commonly, teaching material that is appropriate with the basic competence makes the students easier to understand. In fact, based on the writer's observation, most of student have problems to understanding the reading text assigned in the prime classroom. Thus, the writer assumes that the teacher gave the text without considering the comprehension level of the students.

Based on the above issues, the writer is interested to conduct a research about the compatibility of reading material in "*Competence-Based English*" textbook and basic competence of School-based Curriculum. The research is entitled:

"Analyzing The Compatibility of Reading Material in Junior High School Grade VIII Textbook with the Basic Competence of English Curriculum."

B. Research Questions

1. How compatible is the reading material in *Competence-Based English* textbook with the basic competence of School-based Curriculum?
2. What is the good criteria of reading material that is compatible with the basic competence of School-based Curriculum?

C. Aims of Study

1. To analyze the compatibility between the reading material in *Competence-Based English* textbook with the basic competence of English curriculum.
2. To find out the good criteria of reading material that is compatible with the basic competence of English curriculum.

D. Significance of Study

The result of this study hopefully would affect the educational institution awareness towards choosing an appropriate textbook for students and give a better insight on how to choose the suitable English textbook as a guideline for teaching English. Through this study the writer hopefully would provide a way to help any further research based on KTSP curriculum.

The result of this study is also expected to be helpful for teachers who use *Competence-Based English* course books at school. They would know the compatibility of the text types and reading presented in the course book with the basic competence of reading in the English curriculum. Thus, teachers would be able to

recognize the weaknesses and strengths of the course book based on the presence of the text types and the reading text. It is expected that the result of this study may serve as an input for teachers while using the *Competence-Based English* so that they may use it wisely to achieve the basic competencies of reading stated in the English syllabus of KTSP.

E. Terminology

1. Compatibility

According to Cambridge Advanced learner's Dictionary, the word compatibility is formed from compatible + -ity, and it is a noun word. While Hornby (2000) states that compatibility means a state when two things are able to exist or occur together, or the situation that capable of existing or performing in harmonious or agreeable combination, without problems or conflict. Compatibility can be used in many field of works and has different definition from each field. In this research compatibility means the suitability of reading material in the textbook toward basic competence of School-based curriculum.

2. Reading material

According to the Oxford dictionary, reading material consists of two words, "reading" and "material." Reading is written or printed matter that can be read. While material means things needed for an activity. Reading material means written intended to be read. In this case reading material is the text that is used by the teacher to teach students.

3. Textbook

According to Yulianti (2011, p.14), textbook is an instructional material which consists of content and material of the subject that is well-organized in written form and has a great contribution in the teaching and learning process. In this case, textbook is a printed material that is used as a guide for teaching-learning process.

4. School-based Curriculum (KTSP)

Curriculum is an explicitly and implicitly intentional set of interactions designed to facilitate learning and development and to impose meaning on experience. The explicit intentions usually are expressed in written curricula and in courses of study and the implicit intentions are found in the “hidden curriculum” that means the roles and norms underlie interactions in the school. (Miller and Seller, 1985:82).

School-based Curriculum (KTSP) is the curriculum arranged and realized in each education institution. It consists of (1) education; (2) organization of the curriculum in each institution; (3) education calendar, and (4) syllabus. Syllabus is the lesson plan of the certain lesson or certain topic/theme which consists of standard of competence, basic competence, main material, teaching-learning activity, indicator, time allocation, source of material and the media (Khaerudin, 2007: 80-81)

One of the special advantages of KTSP is the school has autonomy to develop their school curriculum by their own characteristics. Teachers are expected to teach creatively since they can develop their own syllabus. Teachers should develop the components of the English syllabus. The components of a standard English syllabus

of KTSP are standard of competence, basic competence, indicators, materials, time allotment and learning source (Bambang, 2010). In the English syllabus of KTSP, the English objectives are the basic competencies which are explored from the standard of competence.

CHAPTER II

LITERATURE REVIEW

A. Reading Material

Reading is a part of teaching learning process. Reading skill is important to help students learn and understand the information in textbook and other sources. Reading activity is done by the readers as they want to get information and knowledge from the text. In the process of getting information and knowledge, the readers try to connect what they read in the form of written language to what they have already known about the text. Making sense of a text is done by understanding meaning of words, sentences, and even a text. In other words, reading is an activity in which readers respond to and make sense of a text being read connected to their prior knowledge (Spratt, Pulverness, and William, 2005, p.21).

Reading can also be defined as the process in which readers learn something from what they read and involve it in academic context as a part of education (Grabe, 2009, p.5). Learning happens when there is a change in mind from an unknown thing to the known one. As reading is included in learning, the readers try to grasp the texts being read by interpreting, synthesizing, evaluating, and selecting the important information. Grabe (2009, p.15) states that: "Reading is the strategic process in that a number of the skills and processes used in reading call for effort on the part of the reader to anticipate text information, selecting key information, organize and

mentally summarize information, monitor comprehension, repair comprehension breakdowns, and match comprehension output to the reader goals.”

Material in reading classroom is arguably the most important aspect that will shape and seize the teaching and learning process. A good reading material has to promote lively interaction between students and teachers as well as among students themselves to achieve a communicative language learning process. Consequently, teachers need to put effort on creating materials that will live up to that expectation. In reality, however, most teachers do not have enough time to create their own materials so that using text book becomes the only remaining option. In this case, the teachers thus need to wisely select and even modify textbook materials as there is no textbook designed for their students with their particular needs and characters. The use of materials in learning and teaching process is pretty much influenced by several factors. Clarke (1989, p.73) argues that communicative methodology is important to be included in the learning materials. It means that a good learning material consists of communicative aspects to be able to fulfill the materials role in the learning process. Moreover, Clarke argues that communicative methodology is based on the following aspects:

a. Authenticity

Authenticity means that a communicative learning material is strictly supposed to be authentic. Authentic here means that it is not some made up a material that is created by the teachers especially to be used in the classroom but rather a reality that can be found in the real world. As often argued by lots of researchers, this

authentic material will serve the need of students better because they are already familiar with the form of the materials that they also find it in the real life, e.g. newspaper, magazine, articles, announcement in the shopping mall or a traveling brochure.

b. Realism

Realism here has the definition that a communicative learning material has to be real. So, a material has to be something that can be really seen and touched by the learners. This is important in increasing their curiosity as well as their understanding toward the subject or topic matter.

✓ Context

As known, nothing can be real good or appropriate without the context match, the context that communicative learning materials have to focus on includes the situation of the classroom, the students and also the subject being taught.

✓ Focus on the learner

It is sure that everybody in language teaching field has fully aware and understands that the focus of learning process is indeed the learners and not the teachers. So, communicative learning materials have to make the learner become its focus in the process of learning to achieve the best result expected.

B. Criteria For A Good Reading Text

Since the focus of the EFL reading class should be on some aspect of reading, the selection of an appropriate reading passage is critical. If the passage chosen is inappropriate for whatever reason, the chances of success for that particular lesson are substantially reduced. According to Richard (1994, p.20) the criterias for a good reading text in EFL classroom are interest, exploitability, readability, topic.

1. Interest

The most important factor in selecting a reading article is interest. Interest is important because of relation to motivation. When the topic of a passage is not interest to students, so their motivation to read is substantially lessened. Without this motivation, it is exceedingly difficult to meet one of the generally accepted aims of a reading program and help the learners read their own English. Williams (1986, p.42) claims that "in the absence of interesting texts, very little is possible." Carrell (1984, p.339) states: "First, reading teachers should use materials the students are interested in, including materials self-selected by the student." Nuttall (1982, p.29), who refers to interest as "suitability of content," claims that having texts that interest learners is more critical than either the linguistic level of the text or its "exploitability".

2. Exploitability

Exploitability, which Nuttall (1982, p.30-31) defines as the facilitation of learning, is a key factor in selecting a reading passage. Simply put, will the passage allow the teacher to accomplish the objectives of the reading lesson? One way teachers can determine the exploitability of a passage is to do the exercises and

activities in the reading lesson. For example, one of the objectives is to have students discover the author's point of view, the teacher could do that activity to see if the reading passage allows the students to discover the author's point of view. An article that is basically descriptive might not be amenable to that type of activity.

3. Readability

Readability means a text can be read and understood easily. The factor of readability ranks with interest and exploitability as one of the most important considerations in selecting a reading passage. Carrell (1987, p.337) uses the term to refer to the following phenomena: syntactic appropriateness; logical/rhetorical ordering of ideas; textual phenomena at the discourse level; lexical appropriateness; and background knowledge of the reader. Nuttall (1982, p.33) reserves this term only for syntactic and lexical considerations. Readability is used here to include the phenomena mentioned by Carrell, plus the length of the passage. The first is Lexical Knowledge. Lexical knowledge is most important elements that determine a text is readability. It is clear that as the number of unknown lexical items in a reading passage increases, the more difficult it is for students to read it with comprehension. However, lexical knowledge is among the more controversial factors in selecting a reading passage. Its controversial nature stems from two issues involved with lexical knowledge. The first concerns how to determine the degree of difficulty of the vocabulary of a reading passage. The second is the number of unknown words that is acceptable in a reading passage.

The second is Background Knowledge. Along with lexical knowledge, background (or world) knowledge is very important in the readability of a text. The more readers know about a particular topic, the more quickly and accurately they can read it. Research (e.g., Alderson and Urquhart 1988; Carrell 1987a; Johnson 1981) has demonstrated that background knowledge plays a key role in the comprehension of a reading passage by intermediate and advanced ESL learners. Given its importance in these two stages, it might also be a critical factor in the beginning stages

The other one is Organization. Organization refers to both the rhetorical organization of the text and the clarity of the organization. Carrell (1985, p.34) indicates that ESL readers who can recognize the rhetorical organization of a text have better comprehension than those who do not. While similar research has not been conducted with EFL readers, we might expect parallel results. Therefore, the EFL reading teacher should carefully examine a text to see how it is organized. A passage that is not well organized might present problems for EFL students, especially at the beginning stages. The next point is Discourse Phenomena. Textual phenomena at the level of discourse include the arrangement of topics and comments in a reading passage, and considerations of cohesiveness and coherence. EFL reading teachers need to be aware of the manner in which the author makes use of these in the passage and the degree to which EFL readers are able to deal with such textual phenomena. EFL reading teachers need to know whether their learners can handle the presentation of ideas and arguments in the passage, whether the cohesion markers and

transition devices are within the linguistic competence of the learners, and whether they can follow the line of reasoning utilized by the writer of the passage. To the extent that these factors are within the competence of the learners, the passage can be considered for use in a reading lesson. Then, Length of Passage. The final factor of readability concerns the length of the potential reading passage. The most common mistake of inexperienced teachers or teachers who are not able to judge the reading abilities of their students is to select a passage that is too long. If students are unable to finish the reading passage, the lesson is not successful. The would-be learners become frustrated and often blame themselves, feeling that they are poor readers

4. Topic

The topic of a reading article is an important factor to consider. Teachers may feel that a wide variety of topics would be helpful to maintain student interest and motivation. However, we should consider the merits of what Krashen (1981, p.66) calls "narrow reading." He claims that narrow reading, by which he means reading more in depth on a subject, might facilitate second-language acquisition, as the vocabulary and structure are often recycled.

C. Textbook

Textbook is the most frequently used of all printed educational materials. In the hands of knowledgeable practitioner, the textbook becomes one of many aids to assist the student in acquiring clear concepts of subject matter. According to Richard (2001, p.36), textbooks are used in different ways in language program. For example, a

reading textbook might be the basis for a course on reading skill, providing both set of reading texts and exercises for skills practice.

According to Elis (1977, p.1690) A writing textbook might provide model compositions and a list of topics for students to write about. A grammar textbook might serve as a reference book and provide examples as well as exercises to develop grammatical knowledge. A speaking text might provide passages for students to read and discuss. A listening text together with audio cassettes or CDs might serve as the primary listening input in a listening course.

According to Tomlinson and Brian (1998, p.241) The textbook properly viewed as an aid to teaching. It is simply one of many possible materials of learning because it helps the teachers and students achieve the goal of learning. It is used if it can do a better job than any of the other available materials of instruction. Teachers find the significant advantages in the textbook which are important to be learned. It usually summarizes a great quantity of valuable information traditionally associated with a particular course. The text can provide a common resource since a copy is usually in the possession of each student.

1. The Role of the Textbook

Instructional materials in the form of the textbooks are very important for both teachers and students. In making teaching preparation and conducting the teaching, teachers need textbooks. In addition, without textbook, teachers will have difficulties in constructing written evaluation. Textbooks also play an important role for students (Sheldon 198, p.67). The students who do not have textbooks with them during the

teaching and learning activities will not be able to attend the lesson well. In other words, lack of textbooks in teaching and learning activities can create the less success of teaching

Teachers feel that they can rely on textbooks because they know authors are more expert in their fields and qualified to plan the materials for specific course. As Callahan and Clarke (1989, p.78) state that the textbook can be great value, particularly to beginning teachers. They are considered very helpful in teaching-planning, since they provide an organization or structure for the course. Moreover, they provide selection of subject matter that can be used as a basis for determining course content and determining emphases. Textbooks can also provide a certain number of activities and suggestions for teaching strategies and tactics.

Based on the important role of textbooks in the teaching learning activity, good textbook should be selected in order to support the success of the teaching learning activity. In selection or preparation of the textbook and other teaching materials, the foreign language teacher must make every attempt to select and prepare materials that present the spoken language (Tomlinson 2008, p.225). They must be aware of the fact that no language in the world is written exactly as it is spoken.

2. The Criteria of a Good Textbook

Textbook is one of many kinds of instructional materials useful in learning. Every teacher of foreign language is faced with the necessity of selecting a textbook that is suited to his or her teaching situation. In many schools, the selection of specific textbook may already have been made before the teacher arrives on the

scene. Once selected, the textbook with whatever other teaching materials have been chosen must be adapted to the particular techniques and methods used in the classroom by the teacher (Cunningswoth 1995, p.78). The teacher usually uses the textbook for a relatively long period after a selection is made. Therefore, it should be carefully analyzed and thoughtfully selected.

According to Ornstein (1990, p.19) a good textbook has many desirable characteristics. They are all organized, relatively up to date, and accurate. A good textbook must be well organized. Here, textbook must have a good composition of instructional materials. The materials must be organized clearly and contain all English skills. A good textbook is relatively up to date. It means that the material of the textbook must contain of the newest things, so it will give some new news or information to the students. A good textbook should be accurate. In this case materials in the textbook should not present wrong information or presented in error grammatical language and incorrect words.

According to Murcia (2001, p.118) a good textbook is viewed from the whole aspects of the textbook; subject matter, vocabulary and structure, exercises, illustration, and physical appearance. Subject matter covers variety of topics which are suitable with the curriculum, in this case is the 2006 curriculum. The ordering of materials are arranged in logical form; the content grade are appropriate with the students' need and the materials are up to date. After that, a good textbook consists the vocabulary and structure which is appropriate for the students' grade, the vocabulary items are controlled from the simple to complex one, the new vocabularies are

repeated in the next chapter to make students' memory stronger. Moreover, a textbook can be said good if exercises have those characteristics; develop comprehension and test knowledge of main ideas, involve vocabulary, structures, and language skills which build up the students' ability, provide practice in difference types of written work (like sentence completion, spelling and dictation, guided composition, and others), cumulatively test new materials, and develop meaningful communication by referring to realistic activities. The illustration is also important point of a good textbook, it needed to create a favorable atmosphere by depicting realism and reaction, it should be clear, simple, free, and interesting, and it is directly related to the content to help the learners in understanding the text. Then another criteria is physical appearance. A good textbook is good if the cover is durable enough, the text is attractive, picture on the cover can make the students interested, and the size is suitable with the students' handle.

In a broad sense, a textbook or course book is a manual of instruction in any branch of study. Textbooks are produced according to the demands of educational institutions. Although most textbooks are only published in printed format, now are available as online electronic books. Textbook is one of the teaching tools which present the subject matter defined by the curriculum. A textbook is required to contain the complete overview of the subject, including the theories, as well as to be of a more permanent character. Brown (2000, p.141) states, textbooks are one type of texts, a book for use in an educational curriculum. At the very least, a textbook can be used as a guideline to achieve the success of the teaching and learning process.

3. The Criteria Textbook Based on BSNP (*Badan Standar Nasional Pendidikan*)

BSNP (*Badan Standar Nasional Pendidikan*) determines quality of textbooks. PP 19/2005 section 43 verse (5) said: "The eligibility of the contents, language, representation, and the graphic's textbook lesson rated by BSNP and defined by regulation of the Minister." *Badan Standar Nasional Pendidikan* (BSNP) is an independent agency, professional, independent and carries out a mission to develop, monitor and evaluate the implementation of national education standards. BSNP defines several criteria for quality of eligible textbooks, which includes some components, which are:

a. Eligibility of the contents

The eligibility criteria in assessing the quality of the content writing textbook include several components, consist of:

- 1) Suitability of the material with a standard of competency (SK) and Basic Competence (KD)
- 2) Suitability of the material to the curriculum
- 3) Accuracy of content
- 4) Up-to-date material
- 5) Encourage curiosity
- 6) Scientific Substance and life skill
- 7) Enrichment
- 8) Diversity value

b. The Appropriateness of Language

The language used in a textbook should overcome some principal, such as:

1) Straightforward

The language used in textbook must be straightforward, not convoluted, just list the basic material elaboration, important, and necessary.

2) Communicative

Textbook should use communicative language, so it is easy to understand.

3) Dialogic and interactive

A good textbook uses language that can motivate students, the use of language evokes a sense of pleased when learners read them and encourage them to learn it thoroughly. Besides textbooks should also encourage students to think critically, the used language must be capable to stimulate students to raise question, and seek the answer independently from text books or other sources of information.

4) Conformity with the development of the learners

A textbook should be the glaring discrepancy with the level of intellectual development of the learners, the language used in describing a concept should correspond to the level of cognitive development of learners. Compliance with the level of development of the learner is also an emotional thing to note in textbook.

5) Compliance with the rules of English

In the writing of textbooks, especially English-subject textbook, it must refer to the rules of English that is good and right.

6) The use of terms, symbols, and icons.

7) The use of the term and depiction of the symbol or icon that represents a concept in textbook should be consistent between sections consistently.

D. The School-based Curriculum (KTSP)

1. Definition of Curriculum

A definition from the Education Regulation number 20 year 2003 about National Educational System becomes the underlying concept of curriculum. It states that curriculum is a set of plan and regulation dealing with the goals, content, materials and ways used as direction of teaching activities process to reach the education goals including national education goals.

Furthermore, Lawrence Stenhouse (1985, p.95) defined that curriculum is a systematic collection of accumulated knowledge and experience from multitude of sources that guides classroom practice. Moreover, he argued that a curriculum should consist of three major parts related to some components namely planning, empirical study and justification. In line with that definition, the process model development has three major things related to the curriculum development in general. It is generated from the classroom situation during teaching and learning process. In the first place, it matches with the central place in the curriculum process to an analysis

about what is actually happened in classroom during teaching and learning process, secondly, teacher acknowledge their position as a central role in curriculum development process. Finally, curriculum becomes the major way to reflect the teacher's current performance in teaching class through critical analysis and reflection.

2. Definition of Competency

According to Mc.Ashan (1981, p.45), a competency is knowledge, skills and abilities or capabilities that one's achieved, which becomes part of his or her being to the extent he or she can satisfactorily perform particular cognitive, affective and psychomotor behavior. Moreover, competency is basic ability that student do in the stages of knowledge, skills and attitude (<http://www.org/org/erieel/digest/Rodgers.htm>)

Based on Association K.U. Leuven, a competency is an integration of knowledge, skills and behavior that makes the possibility to do work effectively. Furthermore, Robert A. Roe (2001, p.68) stated a definition of competency: "Competency is defined as the ability to adequately perform a task, duty or role. Competency integrates knowledge, skills, personal values and attitudes. Competency builds on knowledge and skills and is acquired through work experience and learning by doing".

In addition, Hall and Jones (1976, p.29) argued that competency is comprehensive performance descriptions of a certain ability, which is consisted of combination between knowledge and competency that can be observed and measured (<http://www.ditpertaiss.net/swara/warta17-03.asp>). In short, a competency is a set of

one's ability consisting of knowledge, skills and abilities, personal values and attitudes or capabilities achieved to do a task, duty or role in order to perform particular cognitive, affective and psychomotor domain.

3. School-based Curriculum (KTSP)

Since 2006, the curriculum used in Indonesia is School Level-based Curriculum; it is the curriculum arranged and realized in each education institution, it consists of (1) education; (2) organization of the curriculum in each institution; (3) education calendar, and (4) syllabus. Syllabus is the lesson plan of the certain lesson or certain topic/theme which consists of standard of competence, basic competence, main material, teaching-learning activity, indicator, time allocation, source of material and the media (Khaerudin, 2007, p.80-81)

KTSP was gradually introduced in primary schools across Indonesia from 2006 and until present some school are still using it. Since 2009, KTSP became mandatory for each level of primary, Junior and Senior High School across the country (Peraturan Menteri Pendidikan Nasional No 24, 2006c). KTSP has two main characteristics; it is a school-based curriculum and it is competency-based.

One of the special advantages of KTSP is the school has autonomy to develop their school curriculum by their own characteristics. Teachers are expected to teach creatively since they can develop their own syllabus. Teachers should develop the components of the English syllabus. The components of a standard English syllabus of KTSP are standard of competence, basic competence, indicators, materials, time

allotment and learning source (Bambang, 2010). In the English syllabus of KTSP, the English objectives are the basic competencies which are explored from the standard of competence.

KTSP was designed to provide more autonomy to individual schools. It is defined as an operational curriculum developed and implemented by each schooling institution (BSNP, 2006; PP No.19 *Standar Nasional Pendidikan*, 2005). In developing KTSP, schools must refer to the Curriculum Policies and Curriculum Guidelines provided by the central government. This operational definition of KTSP clearly falls into the category of school-based curriculum development (SBCD) and is discussed in the following chapter. The central government has determined what curriculum areas are to be addressed and the competencies of every learning area to be achieved in primary, Junior and Senior High School. Schools are given autonomy to plan and develop aspects of the curriculum which include the development of a syllabus for each learning area and appropriate lesson plans (Mansur 2009, p.6).

Schools are also to decide on the frequency of teaching certain subjects on a weekly basis and the teaching of local content. Despite this autonomy, schools and teachers, when developing their KTSP, must refer to the content standards, competency standards and general principles of KTSP as stated in the Curriculum Policies and Curriculum Guidelines issued by the central government.

The development of KTSP involves each school undertaking a situational analysis (BSNP, 2006). This process consists of three aspects which are seen as essential for devolution of responsibility from a central authority to local authorities

and schools. These aspects include identifying the expected content standards and graduate competency standards, an analysis of the school context, and an analysis of the external factors which impact on the school (Mulyasa 2007, p.22).

The first aspect involves identifying the expected content standards and graduate competency standards. This is important as these become the essential means for the government to ensure that all students are given the opportunity to meet the expected minimum standards, and that these are the same across Indonesia. However, as these are minimum standards, schools are allowed to set standards higher than those required.

The second aspect involves analyzing the context of the school and focuses on student and teacher needs, facilities, infra-structure, budget and programs to be implemented. This information becomes the basis of the school's planning documents which outline how it will provide a curriculum that meets the needs of all students. In addition, the information is to be used to identify the support needed by the school and teachers to implement KTSP.

The third aspect involves analyzing external factors such as cultural and social change in the local community and community expectations. Recognition and understanding of cultural and social change is a means of ensuring that local issues impacting upon students and their families are incorporated into KTSP. Community expectations include those of the parents, school committee, educational board and local department of education. The purpose of this aspect is to acknowledge the

importance of parents and encourage parent and community involvement in education.

Moreover, Mulyasa (2007, p.23) says, to ensure these three aspects receive attention, the development of KTSP involves collaboration between teachers, a counsellor, the school principal, school committee and other key stakeholders. Collaboration is seen as an essential part of the development of KTSP and also potentially to provide feedback about the implementation and outcomes of KTSP.

Regarding the teacher's role, KTSP make each teacher becomes both a curriculum implementer and a curriculum developer. Teachers are responsible for developing and implementing the syllabus in their classroom. This role is similar to the role of the teacher during the KBK era. However, under KTSP, teachers are given wider autonomy to develop their syllabus. In the KBK, the government set the expected competency standards, basic competencies, indicators of learning achievement and main learning materials to be covered (Depdiknas, 2004). In contrast, in KTSP, the government mandates the expected competency standards and basic competencies but teachers control other components of the syllabus (*Peraturan Menteri Pendidikan Nasional No. 23 SKL, 2006b*).

When developing their syllabus, teachers are encouraged to refer to the syllabus development guidelines described in the Curriculum Guidelines. These guidelines provide an explanation about many aspects of syllabus development, including the procedures teachers should follow when developing their syllabus (BSNP, 2006). When developing their syllabus, teachers should first identify the

expected competencies provided in the Curriculum Policies document. Teachers then determine the content of each subject area, instructional methods, type of assessment, learning indicators and materials that will give students the opportunity to meet the expected competencies (BSNP, 2006). Instructional methods chosen by teachers are recommended to be student-centred and involve various active learning methods (BSNP, 2006). Teachers can either develop their syllabus independently or work collaboratively with other teachers.

4. Reading material in School-based Curriculum (KTSP)

Reading materials are the key component in the most language programs (Tomlinson 1987, p.165). Whether the teacher uses textbook, institutionally prepared materials generally serve as the basis for much of the language input learners receive and the language practice that occurs in the classroom. Some teachers use instructional materials as their primary teaching resource. For the learners, reading materials may provide the major source of contact they have with the language apart from the teacher. A reading material text couldn't be separated from reading activities.

According to the curriculum, there are nine kinds of reading texts that are learned in second grade of senior high school; procedure text, narrative text, banner, poster, pamphlet, report text, analytical exposition, spoof text, and hortatory exposition. Here are the explanations about those kinds of texts from some resources as follows:

1) Procedure Text

A procedure text is a piece of text that tells the reader or listener how to do something. Its purpose is to provide instructions for making something, doing something or getting somewhere (Anderson 1998, p.28).

2) Narrative Text

It is a text to amuse, entertain and to deal with actual or vicarious experience in different ways and chronologically. Langan (2000, p.175) defines "narration is story telling, whether we are relating a single story or several related ones."

3) Functional Text (Banner, Poster and Brochure)

Functional texts are written to help readers perform, or function, in their daily lives. These specialized texts provide information and directions to help a reader. Some examples of functional text are: announcement, advertisement, poster, and brochure.

4) Report Text

Report is a text which is giving a description of something or information about it to someone (Pardiyono, 2007, p.172). It is as a result of systematic observation and analysis. Its purpose is to organize and record information.

5) Analytical Exposition

Analytical exposition is a text that elaborates the writer's idea about the phenomenon in surrounding. Its social function is to show the readers that the idea is the important matter.

6) Spoof Text

Spoof is a text which tells factual story, happened in the past time with unpredictable and funny ending. Its social function is to entertain and share the story.

7) Hortatory Exposition

It is a kind of text type that presents arguments or reasons to support the opinion. It is aimed to persuade the readers or listeners that something should or ought to be the case.

E. Previous Study

In regard to working on this study, the writer had initially searched and found previous works done by various writers which had similar genre as the one the writer intended to examine. As a research that conducted, to prove the original idea from the writer, there are some similar genre of research. First by Agus from Malang University entitled “An Analysis Of The Compatibility Of *Look Ahead: An English Course 1* Textbook With The School Level-Based Curriculum.” Agus used *Look Ahead* course book while the writer used *Competence-Based English*. Another research was from Wisnu entitled “An Analysis Of Reading Materials In The Seventh Grade Junior High School Textbook *English In Focus*.” Wisnu used *English In Focus* to analyze the reading material inside it without any relation to the curriculum.

These previous studies contributed a lot in helping the writer in conducting the research. All these studies have several similarities with the one conducted by the writer. However, there was significant difference and new problem set by the writer

in order to produce original and significantly new work. The differences were regarding course book, population, research place and the techniques in collecting the data.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Approach

According to Arikunto (2002, p.136), method represents a compulsion to be used in the study and it is a way that is used by the writer in the collecting data. In order to give valid and reliable data, the research method is very important for a research and for accurate data. The research design, population, data collection technique, research instrument, and data analysis will be discussed in this chapter.

The purpose of this study is to analyze the compatibility reading material in the textbook used with the basic competence of School-based Curriculum. In order to analyze the reading material, this research needs to collect some data. To gain the data which was needed, the study used qualitative research methods. Each methods has different advantages. A qualitative research method can yield in-depth and detailed information.

The basic means of obtaining primary qualitative data in this study uses the document analysis and interview. While observation is used to collect secondary qualitative data in order to support primary data. To identify, describe, analyze and classify the compatibility of reading material in a textbook, the writer uses qualitative descriptive study as the design of this study.

B. Research Location

The writer carries out the analysis of the reading materials at SMPN 1 Unggul Sukamakmur Aceh Besar. It is located in Jalan Pasar Sibreh, Kampung Silui, Sibreh, Aceh Besar. This school is one of the favorite schools in the area. It has a clean and comfortable environment and is supported by good facilities and qualified teaching staff. It has 17 classrooms, science laboratory, library, canteen, volleyball court, teacher's room, administration affairs room, hall, and Principal office and *mushalla*.

Based on the data that the writer collected on February 29, 2016 there are 385 students of SMPN 1 Unggul Sukamakmur in academic years 2015/2016 which consists of 178 males and 207 females. They are classified into three grades.

SMPN 1 Unggul Sukamakmur has 48 teachers and four of them are English teachers. There are 38 full-time teachers and the rest are part-time teachers (non-civil servant teachers). It also has 7 staff for administration affairs and one as a custodian or school keeper. In the teaching learning process, SMPN 1 Unggul Sukamakmur applied *Kurikulum Tingkat Satuan Belajar* (KTSP) as curriculum guide. The learning hour starts at 07:40 am until 14:00 am. English subject is taught twice a week. The allocation time of teaching English is 4 hours lesson in a week and an hour lesson takes 40 minutes. All classes in each grade use *Competence-based English* as their textbook, and sometimes the teachers also used the other books such as grammar textbook or from any sources such as internet.

C. Population and Sample

Population is the whole of the research subject (Arikunto, 2002, p.108). The population of this study is all the teachers at SMPN 1 Unggul Sukamakmur who has teaching students of the seventh grade, students of the seventh grade, and the Principal of SMPN 1 Unggul Sukamakmur.

The sample of this study is all the English teachers, Students and the Principal of SMPN 1 Unggul Sukamakmur. According to Arikunto (2006, p.134), if the subject is less than 100, it is better to take all of the numbers to be the sample.

D. Data Collection and Analysis

1. Observation

The observation would be conducted to observe the reading learning process, students' response's on the text and interaction teacher and students. The observation form had been prepared in order to observe the required data systematically and easily. The writer used observation rubric to observed reading activity.

2. Interview

The writer interview the Principal and English teachers to collect the relevant data. The writer used interview to find out about the Principal's opinion and the teachers' opinion toward the compatibility between reading material in textbook used with basic competence of school-based curriculum. The writer designed the questions to answer the research questions and supporting information about reading material,

curriculum, and teaching-learning process. The writer would analyze interview data using Miles and Huberman (1994, p.156) concept about qualitative data analysis that consists of three procedures:

- 1) Data reduction. This refers to the process whereby the mass of qualitative data – interview transcripts, field notes, observations etc. – is reduced and organized, for example coding, writing summaries, discarding irrelevant data and so on. At this stage, the writer discards all irrelevant information, but still has access to it later if required, as unexpected findings may need to re-examine some data previously considered unnecessary.
- 2) Data display. To draw conclusions from the mass of data, Miles and Huberman suggest that a good display of data, in the form of tables, charts, networks and other graphical formats is essential. This is a continual process, rather than just one to be carried out at the end of the data collection.
- 3) Conclusion drawing/verification. Analysis should allow to begin to develop conclusions regarding the study. These initial conclusions can be verified, that is their validity examined through reference to your existing field notes or further data collection.

3. Document Analysis

The writer would analyze the text with the basic competence of English curriculum. This analysis is required to check the suitability among used the text according to the basic competence. The writer match the reading material in *Competence-Based English* with the standard competence and basic competence of reading skill of Junior High School at the seventh grade.

CHAPTER IV

FINDINGS AND EXAMINING RESEARCH QUESTIONS

A. Observation Results

The observations were started on October 26th, 2016. The observation aimed to see how the teaching-learning process during reading activity. The writer observed two classes of seventh grade of SMPN 1 Unggul Sukamakmur. The writer used observation rubric to check how reading activity running in each class and to find out how compatible reading material used with basic competence of school-based curriculum is. The rubric used was checklist technique to gain information needed of classroom observation. The writer observed reading activities separately between the prime class and regular class.

Based on the observation, according to the source of reading material in both of prime and regular class, all of teachers gave reading material from a textbook. The textbook entitled "*Competence-Based English*." Sometimes, the teacher of prime class gave reading text from other sources, while the teacher of regular class always took reading material from that book.

Regarding to the types of a text given, the writer found the teacher of prime class cares about the kind of a text given by telling students what types of text, such as narrative, recount and others. Because of it, sometimes teacher of

prime class took material from other sources. While the teacher of regular class never discussed about the kind of text and always gavethe text from that book.

Based on the data in observation form related to the connection of the text to personal experience, local culture, prior knowledge, or other texts, the writer found both of classes never explain the reading materials with the other aspects such as personal experience or a story tellingabout their local culture. The teachers just asked the students to read and answer the questions.

Furthermore, the fourth aspect observed was about teacher's instructions to the students to read, summarize, answer the questions or assignment. Based on the classroom observation, all of the teacher usually gave a command to read the text loudly, and after that the student works to answer the questions.

The next aspect observed was about the way of the teacher help the students to translate new vocabularies. The teacher of prime class never helped students to translate vocabularies in bahasa. She commanded the student to open dictionary. While, the teacher of regular class always helped the students to translate it one by one. Here, it is found that the students of regular class more difficult to translate a text in bahasa than those in the prime class even at the same text.

The next point observed was about different techniques which areused by the teacher to motivate students in reading activity (e.g. group discussion,

individual work etc). The writer found both of seventh grade class, sometimes, the reading class use group discussion or partner work. Then, students' condition in classroom reading activity showed that students looked active and enthusiasm during reading activity (e.g. discussion, asking, answering, etc). However, there were different condition between the prime class and the regular class;the students in the prime class looked more active during reading activity rather than the students in the regular class.

The writer also did not forget to see student's respond toward teacher's instruction. Almost all students in both class did all the teacher's instruction. The students looked seriously working on their sheets to write and note.

Regarding to students' understanding toward the text given, the writer observed how student's respond in answering or translating a text or in doing an assignment. In fact, based on individual presentation, questions or assignment given by the teacher,most of students could not understand the text correctly, as well as understand what kind of the text they read except the students of prime class; most of them know what kind of text given.

The last point of question observed was about student's interaction in reading activitywhere students help one each other to understand the text. They had good interaction in reading activity. Some of students looked help their friend

to translate the text into bahasa. However, in regular class, just two or three students could help their friends.

B. Interview Results

The writer did interview on November 30th, 2016. This interview attempted to find out about the Principal's opinion and the teachers' opinion toward the compatibility between reading material in textbook used with basic competence of school-based curriculum, including the extent to which they understand the curriculum. The writer designed the questions to answer the research questions and support information about reading material, curriculum and teaching-learning process. The seventh grade of SMPN 1 Unggul Sukamakmur divided into two classes, prime class and regular class. All of English teachers used *Competence-Based English* textbook in teaching. The respondents of interview are the Principal and all of English teachers . They are Mr Asnawi as the Principal of SMPN 1 Unggul Sukamakmur and four English teachers; Mrs Nur Hakimah, Mrs Ruwaida, Mr Arian, and Mrs Cut Anyak.

a. Principal Interview

The writer asked some questions to the Principal of SMPN 1 Unggul Sukamakmur related to research questions on this thesis. The questions was

related to his responsibility and authority as the Principal. The question has designed to get definitely answer and his opinion.

As the key of this research and to answer the first question, the writer needs to make sure the curriculum used in that school. The Principal confirmed that they used SBC, or in bahasa is called Kurikulum Tingkat Satuan Pendidikan (KTSP). But in fact, some of his teachers have followed curriculum 2013 training to prepare new curriculum allocation.

Next, regarding to whether the teachers are supported by a textbook, the Principal said that “yes of course, we have many textbooks at the library.” Then the writer gave a question “is any regulation of textbook used by the teacher?” he said “no regulation, the important point is that the textbook used is easy and interested for students” From this answer, we knew that the English teachers can choose any textbook in their teaching.

The other question was about the relevancy of textbook used with the curriculum applied. To this statement, he stated “almost, but we know there were old textbook version at library, but commonly, if curriculum changes, then we will receive new textbook from government.” But in fact, old textbook version is still available in that school.

According to the relevancy of reading material given with the curriculum, whether the reading material given is suitable or not with the curriculum, he answered “we may know it from their source like textbook, English teachers usually use textbook that is suitable and relevant with our

curriculum.” He argued the English teachers have applied the curriculum by using relevant textbook. He stated that the important point is that the textbook should be relevant with our curriculum, “we know from the book itself, we can check before using it” He added.

Furthermore, the other point is related to where these textbooks come from. He said that sometimes he bought the textbook, he used BOS funds to buy the books because the teacher requested some textbook to support their teaching-learning process. But regularly, he added that the textbooks come from the Government. “The Government gives it”, he closed.

The next explanation is about textbook control, whether there is any checking about textbooks used by the teacher or not. The Principal said that yes, they were. But he believed that the teachers choose the book based on requirement though if they were never checked.

Moreover, the other question is about his opinion toward SBC itself. He argued that SBC makes teachers easier to plan the lesson. Materials can be arranged based on its needs. Generally, he pointed that the big problem of our Educational System is the curriculum change in almost every year.

According to his opinion about his English Teachers, he said that they were great teachers. Some of them have followed curriculum training and teacher training. So I never hesitate their capability and ability in teaching English” he added.

b. Teachers Interview

In this section, the writer conducted the data by interviewing four English teachers they are:

Name	Interview Date	Code
Nur Hakimah	November 30th, 2016	T1
Ruwaida	November 30th, 2016	T2
Arian	December 1th, 2016	T3
Cut Anyak	December 1th, 2016	T4

Table of Participants

The writer interviewed the teachers to find out their opinion about reading material in the textbook used with SBC. All of English teachers in this school gave their responses:

First, is about their opinion of English learning in their school. All of respondents agreed that English is difficult subject to learn. They said that almost all of students dislike English subject.

Next point, regards to the used of textbook when teaching. T1 said that “We should try to make a combination between the material from textbook and other sources”. She explained that she arranges relevant teaching materials. “I prepare other material that is so easy to understand without leaving the theme of the subject or the textbook.” T2 stated that she constructs

her material based on the government's curriculum, but she admitted that she occasionally makes some additions. "Sometimes I add by myself." In a similar vein, T3 also said that he uses the textbook when teaching, but he made some amendments to make it suitable with his students and classroom situation. "In the classroom I improve them to be suitable with the students and the condition in the classroom." The last T4 said that she used the textbook when teaching. From the interview, it showed that all of respondents used textbook when teaching. But, some teachers said that they have to adapt the material from other sources.

Then, based on the types of the textbook available in their school, T3 said that "Just one of textbook available here. T2 added that "We have some problem with textbook, we have to buy some textbook." T1 stated "This school only gives one book, but we need variation in teaching,". So, based on the writer's interviewed, all of respondents answered that just one book is available in the school.

Regarding to the textbook using based on requirement or school regulation, all of the respondents looked confused with this question. They agreed that no regulations to choose a textbook. T3 said, "we use *Competence-Based English* textbook because it is available in the school, no written regulation about what textbook we should to use in teaching."

Dealing with the teacher's reliance on textbook. Some teachers preferred to rely on commercial textbooks. T2 said that she uses textbook as

her only teaching resource, “Just textbook” she said. She never constructs her own material. She asserted that the textbook is very comprehensive. “I only take the book and then it’s very complete. There is activity there and then I think the syllabus is very good to use in the class.” T3 said that he also preferred to rely on textbooks since most of them have supplementary teaching devices that make his teaching much easier. “Most of the textbooks published have already set syllabus,” he said. T4 saw that textbooks contain teaching devices. “There is a textbook and then I know that in the textbook there is a syllabus and then the lesson plan,” she explained. But, T1 claimed that she occasionally uses internet resources in her teaching as she stated “Sometimes I get the resource from the book, internet, yep like that.”

About whether reading material in that textbook is compatible to the basic competence of English curriculum, all of respondents agreed that all of the material in the textbook are relevant and compatible with the basic competence and standard competence, because there was regulation from the government to arrange a textbook for school, so, reading material in a textbook should match to the basic competence of reading.

Afterwards, dealing with their opinion about school-based curriculum, T1 saw that the SBC is supportive as a parameter, but, she makes some distinctions. “I think we are really helped by the curriculum provided by the government; it can be our guideline, but we make it quite different.” Though she found the framework quite illuminating, she thought that it is

necessary for teachers to amend it to make it operational. She commented “...informative enough; it is okay, but we need more to modify.” T2 agreed that the SBC is informative, but teachers need to develop it. T3 and T4 have the same opinion with T1. Thus, based on the interview, the teachers agreed SBC is too general.

Next, regarding to whether the basic competence which is regulated by the government useful or useless in reading activity, all of respondents stated that basic competence is useful in reading skill and the types of text has been covered in basic competence.

Furthermore, dealing with the compatibility between reading material in textbook and basic competence especially for reading skill, the teachers believed the book is so compatible and suitable with basic competence on each skill (reading, writing, speaking and listening), including reading aspect.

The last point is about how to know the good criteria for a good textbook. They said that government has arranged regulation for a school textbook, so they just follow what government. The respondents agreed that all of the textbook are selected and evaluated before printed.

C. Document Analysis

1. Basic competence of reading

To analyze the compatibility of reading material with basic competence of school based curriculum then it is needed to know the basic competence and standard competence. In a school based curriculum, there were two important points, standar kompetensi/standard-competence and kompetensi dasar/basic competence. The curriculum covered four skills to master English, speaking, writing, listening and reading.

Specifically, as the question of this research, the writer only showed standard-competence and basic competence of reading skill of Junior High School at the seventh grade.

Table 4.1 standard competence and basic competence of school-based curriculum at reading aspects.

Standar kompetensi	Kompetensi dasar
Membaca 5. Memahami makna teks tulis fungsional dan esei pendek sederhana berbentuk descriptive dan recount yang berkaitan dengan lingkungan sekitar	5.1 Membaca nyaring bermakna teks tulisfungsional dan esei berbentuk descriptive dan recount pendek dan sederhana dengan ucapan, tekanan dan intonasi yang berterima yang berkaitan dengan lingkungan sekitar 5.2 Merespon makna dalam teks tulis fungsional pendek sederhana secara akurat, lancar dan berterima yang berkaitan dengan lingkungan sekitar 5.3 Merespon makna dan langkah retorika dalam esei pendek sederhana secara akurat, lancar dan berterima yang berkaitan dengan lingkungan sekitar dalam teks berbentuk descriptive dan recount

<p>Membaca</p> <p>1. Memahami makna dalam esei pendek sederhana berbentuk recount, dan narrative untuk berinteraksi dengan lingkungan sekitar</p>	<p>1.1 Membaca nyaring bermakna teks fungsional dan esei pendek sederhana berbentuk recount dan narrative dengan ucapan, tekanan dan intonasi yang berterima yang berkaitan dengan lingkungan sekitar</p> <p>1.2 Merespon makna dalam teks tulis fungsional pendek sederhana secara akurat, lancar dan berterima yang berkaitan dengan lingkungan sekitar</p> <p>1.3 Merespon makna dan langkah retorika dalam esei pendek sederhana secara akurat, lancar dan berterima yang berkaitan dengan lingkungan sekitar dalam teks berbentuk recount dan narrative</p>
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Based on the table above, we know there are two kinds of text or reading material, recount and narrative. Functional means the text is useful information.

Here are some points of basic competence of reading:

- a) Useful text in reading activity
- b) A simple and short text that is easy to understand
- c) The text is relevant to local culture
- d) The types of text used are narrative and descriptive
- e) The text aims to make student read correctly/loudly and give a respond

2. The Competence-based English Textbook

Based on the writer observation and interview, the textbook used in SMPN 1 Unggul Sukamakmur is *Competence-Based English* textbook. This book

was written by Anwar, Ai, Titie, and Rachmat. The book was printed by Grafindo Media Pratama on 2005.

3. Analyzing The Compatibility Of Reading Material In Competence-Based English Textbook with the Basic Competence of Reading Aspect

The first point is useful text in reading activity. The reading text in *Competence-Based English* is useful information. It is show by some texts about sport, story, scientific and procedural.

The second point is a simple and short text that is easy to understand. In fact, it is found that some of texts are too long and use uncommon vocabularies for student in *Competence-Based English* textbook.

Then, the third point is the text relevant to local culture. Only some texts are relevant to the local culture.

Next analysis about types of text used; they are narrative, descriptive and recount. In fact, although the text are narrative, descriptive or recount but there is no information in that book about the kind of reading materials, and some texts are not narrative or recount indeed.

The last one is the text aims to make student read correctly/loudly and give a respond. At this point, some texts are followed by an instruction to read

loudly but it does not make students to give respond. The quality of question given after the text is bad.

Moreover the center of the textbook/Pusat Perbukuan, Ministry of National Education and BSNP ON 2006 (Badan Standard Nasional Perbukuan) defines several criteria for quality reading material to make it compatible with the standard competence and basic competence of school based curriculum. Some aspects suggested by Pusat Perbukuan, Ministry of National Education were:

a) Aspects of Content

- ✓ The conformity between reading materials and curriculum
- ✓ Kind of genres found in the reading materials
- ✓ The arrangement of reading materials based on the level of difficulty
- ✓ Reading tasks which are given to develop students' ability
- ✓ The reading material which are supporting life skills
- ✓ The reading materials which accomodate the aspects of gender, religion and race

b) Aspect of Presentation

- ✓ Learning purpose which stated explicitly and lead to mastery of communication competence.
- ✓ The presentation of each chapter reflects the logical path and coherence.
- ✓ The presentation of each chapter arranged from easy to difficult materials.
- ✓ The conformity between tasks and materials.

- ✓ The presentation of each chapter engaging students to communicate using English actively.
 - ✓ The presentation of each chapter supporting students to be interested in English subject.
 - ✓ The presentation of each chapter supporting students to reflect and evaluate their self.
- c) Aspects of language use and readability
- ✓ The standard of English language use according to the language rules.
 - ✓ The use of English which is appropriate with needs of communication learning.
 - ✓ The presentation of paragraphs which are presented effectively by considering coherences and cohesiveness.
 - ✓ The use of illustrations which are functional and relevant with the materials.
- d) Aspects of the relation between chapters
- ✓ The relevancy between the text with education purposes
 - ✓ The relevancy between the text with the development of knowledge, technology and arts.
 - ✓ The relationship between materials in the textbook. The relationship between materials, and anatomy, norms/ ethics and the completeness of a textbook.

Then the writer analysis reading material in *Competence-Based English* based on pusat perbukuan guideline above. Here the analysis results:

a) The compatibility between Reading Materials in competence based English textbook with Aspect of Contents

In the first point, the writer analyzed the conformity between reading materials and curriculum. Based on the result of the analysis, the writer found that some of reading materials were not in line with the 2006 English Standard Competence.

In the second point, the writer reviewed kind of genres found in the reading materials. The reading materials found in the textbook were compatible with the second point of aspect of contents, because the reading materials consist of some genres, such as narrative text and recount text. The reading materials in the early chapter start with simple descriptive text with simple context and circumstance. The reading materials in the textbook had already increased levels as the two figures above. Although the reading material has not had illustration on the text to help students interpret the text discussion, the text seems more complex than the earlier chapter. The writer found that there are some narrative texts, in the chapter three until chapter six, and several recount texts, in the chapter seven and chapter eight. On the other hand, chapter one and chapter two only have short functional texts, such as greeting card and advertisement.

In the third point, the writer reviewed the arrangement of reading materials based on the level of difficulty. Actually all the materials which were presented from the first to eighth chapter were difficult

although they were no repeated explanation. Therefore, the reading materials found in the textbook were not compatible with the third point of aspect of contents.

Meanwhile, in the fourth point, the writer analyzed reading tasks which were given to develop students' ability. All the reading tasks which were presented in each chapter were enough; it can be used for exercise in the class even for homework. Therefore, the reading materials found in the textbook were compatible with the fourth point of aspect of contents.

In the fifth point, the writer analyzed about the reading materials which are supporting life skills. Generally, not all of chapter of the textbook had already presented reading materials which were supporting students' life skills and applicable for daily life. Therefore, the reading materials found in the textbook were not compatible with the fifth point of aspect of contents.

Furthermore, in the sixth point, the writer analyzed the aspects of gender, religion, race and SARA. Based on the analysis, the materials presented had not already been compatible with the sixth point of aspect of contents.

b) The compatibility between Reading Materials with Aspect of Presentation

In the first point of aspect of presentation, the writer analyzed the learning objectives. Based on the presentation of each chapter in the textbook, the writer found that the learning objectives which were stated in

competence based English were compatible with the first point of aspect of presentation. There were explanation of learning objectives in each chapter which helped the students to understand about the materials that they were going to learn and ability that they got after learning the materials. Besides, the materials led the students to master the English communication competence.

In the second point, the writer reviewed about the presentation of each chapter in the textbook which should reflect the logical and coherence path. The writer found that the first chapter to the eighth chapter were not fulfilled the aspect of presentation which reflected the logical and coherence path. It was because each chapter presented the materials which were not properly arranged and understandable.

The third point was about the presentation of each chapter which was arranged from easy to difficult materials. The activity given is too difficult and uneasy for them although reading materials were started from the easy part, then the level of difficulties were increased in the later materials. It can be seen from the complexity of the sentences and the activity that students have done. Therefore, the reading materials presented in competence based English textbook were not compatible with the third point of aspect of presentation.

Meanwhile, in the fourth point, the writer analyzed about the conformity between tasks and materials in the textbook. Based on the analysis

result, the tasks and exercises given on the first to eighth chapters in the textbook were not compatible with basic competence of reading. Therefore, the reading materials presented were not appropriate with the fourth point of aspect of presentation.

In the fifth point, the writer reviewed about the presentation of each chapter which engaged students to communicate using English actively. The pictures and illustrations in some reading materials from beginning to the middle part of the book seem very interesting and help the students to comprehend the materials given. But almost all of the reading materials in the textbook were not presented both in texts and pictures although there were no repetition materials which made the students get bored. Because of that, the presentations of reading materials in each chapter were not considered attractive. Overall, the reading materials presented in the textbook were not compatible with the fifth point of aspect of presentation.

In the sixth point, the writer analyzed about the presentation of each chapter which encourages students to be interested in English subject. Based on the analysis result, all the materials presented were innovative since there were some exercises in each chapter. Therefore, the reading materials presented were compatible with the sixth point of aspect of presentation.

Furthermore, in the seventh point, the writer analyzed about the presentation of each chapter which could encourage students to reflect and evaluate their self. Based on the analysis result, all materials in the textbook

were not helped students to reflect and evaluate them. From the breakdown tasks, it can be seen that almost all chapters were not presented reading tasks which can be used to evaluate students' comprehension. Kind of the reading tasks which were found were also confused. It cannot make the students more motivated to do the tasks. Therefore, the reading materials presented in competence-based English textbook were not compatible with the seventh point of aspect of presentation.

c) The compatibility between Reading Materials in competence based English Textbook with Aspect of Language Use and Readability

In the first point, the writer reviewed about the use of English language according to the English language rules. This point discusses about the language rules. Based on the analysis result, the use of punctuations in the reading materials were in good order. The visualization showed that it was compatible with the English language rules. Therefore, the reading materials were compatible with the first point of aspect of language use and readability.

Meanwhile, in the second point, the writer analyzed about the use of English which is appropriate with needs of communication learning. It means that, the language which is used should be efficient and communicative so that students could understand the learning's aim. Based on the analysis result, almost of the instructions given were not considered efficient and

communicative. It was because the language which used was uneasy and confusing so it was not easy to understand by the students. Therefore, the reading materials were not compatible with the second point of aspect of language use and readability.

The third point is about the use of paragraphs which are presented effectively and efficiently by considering the aspect of coherence and cohesiveness. Based on the analysis result, there were only the second, third, fifth, sixth, and seventh chapter presented reading materials in the form of paragraph. Generally, texts which were presented in those chapters had already fulfilled the rules of paragraph writing, which was consist of topic sentence, contents and closing sentence. The relations between concepts inside the paragraph were already appropriate too. Therefore, the reading materials were compatible with the third point of aspect of language use and readability.

Furthermore, in the fourth point, the writer analyzed the use of illustrations in the reading materials. Based on the analysis result, the writer found that not every chapter had presented some illustrations. From the data the writer concluded that the reading materials were not compatible with the fourth point of illustration.

d) The compatibility between Reading Materials with Aspect of Relation between Chapters

In the first point, the writer reviewed about the relevancy between materials with education purposes. Actually, the materials had been appropriate with the education purposes, which are developing students' awareness about the importance of learning English, but they did not develop students' comprehension about the connection between languages and culture, so that they did not have cross cultural perception and engage themselves to the culture diversity. The textbook only teaches about the use of English, but it does not give exercises that support students' intelligences. Therefore, the reading materials were not compatible with the first point of aspect of relation between chapters.

Meanwhile, in the second point, the writer analyzed about the relevancy between the reading materials with the development of knowledge, technology and arts. Based on the analysis result, the material which could encourage the development of technology and arts had not been presented in *Competence-Based English* textbook, although, all the materials given were based on the aspect of human life, such as: introduction, things

around us, school life and shopping. Therefore, the reading materials were not compatible with the second point of aspect of relation between chapters.

The third point is about the relationship between materials in the textbook. Based on the analysis results, the reading material in the first chapter were not related to another chapter on the textbook since it was the basic material. While, the rest chapters were related to each other and took advantages from the existing explanations in the previous chapter. For the example, the writer took the reading material from chapter 2 and chapter 3 about advertisement. Therefore, the reading materials were compatible with the third point of aspect of relation between chapters.

Furthermore, in the fourth point, the writer analyzed about anatomy, norms/ethics and the completeness of a textbook. Based on the analysis, the writer found that the reading material had already presented the preface which was containing of vision and mission of the textbook. The preface can be found on page IV of the textbook. While, the guidance of the textbook had also already presented, it can be found on page V. The guidance consists of the explanation about each part of the textbook. Next, the textbook also presented table of contents, it can be found on page VI – VII. The tables of contents showed the distribution of four skills and its materials in each chapter.

Further, the bibliography of the textbook had also already presented. Also, there was glossary which had the list of some difficult words and their meaning. Therefore, textbook was compatible with the fourth point of aspect of relation between chapters. It is because the textbook had already fulfilled the anatomy, norms and the completeness of a textbook.

Overall, based on the analysis result of the reading aspects, the writer stated that the reading materials of competence based English textbook did not meet the criteria of quality English textbook suggested by Pusat Perbukuan, Ministry of National Education. The writer took some points of the reading material in the textbook:

- 1) The reading material is not suitable with a standard Competency (SK) and Basic Competence (KD) school based curriculum
- 2) The reading material is not relevant to the basic competence of reading
- 3) The reading material is written based on KBK
- 4) The reading material is not compatible with the criteria of quality English textbook suggested by pusat perbukuan 2006.
- 5) Lack of using pictures, symbols, picture and icons in the reading material.

D. Examining Research Questions

After analyzing all of research instruments, it is really important to discuss the result to answer the research questions. The first research question is, “How compatible is the reading material in *Competence-Based English* textbook with the basic competence of School-based Curriculum?.” In this research, it was found different data from observation, interview and documented analysis.

In fact, based on the writer observation, the teachers never check what kind of reading material that is suitable with the basic competence of reading. They use *Competence-Based English* textbook and sometimes take reading material from others sources. Although basic competence always exists in lesson plan, but almost all of the teacher do not care whether it is compatible or not with their lesson plan.

The interviews revealed the respondents cannot understand what School-based Curriculum are. These teachers perceived the SBC as a framework only; therefore it cannot be taken for granted in the implementation. With this perception, adaptation is unavoidable, yet it does not mean that they turned away from the SBC. Practices of adaptation varied, ranging from moderating the expected competencies recommended in the Graduate Competency Standards to putting some distinctive features into their SBC.

The textbook and its material inside depend on how curriculum want. Indonesia has been undergoing reform in curriculum development from a

centralized to decentralized approach. With this system, the national government no longer provides a fully prescribed national curriculum. Instead, they set national standards as curriculum frameworks for educational institutions. There is no obligation for teachers to put the frameworks into practical use in accordance with what has been set up in the frameworks since they allow changes with regard to the needs and the potentials of schools (Depdiknas, 2006).

These teachers have seemingly defined the textbooks as their curriculum. T1's term "textbook is my second curriculum" exemplified some of the teacher's attitudes towards textbooks. With no choice offered, textbooks have become a de facto curriculum for the teachers, and eventually turns into what has been defined by Woodward and Elliot (1990) as 'virtual national curricula' (p. 146). Teachers are lack of knowledge what school-based curriculum. They think all of textbook compatible with curriculum. And they stated that reading materials in *Competence-Based English* textbook are compatible with basic competence of school-based curriculum.

Based on document analysis, it is found that reading text in *Competence-Based English* textbook does not compatible and relevant to standard competence and basic competence of reading skill. For example the text is not narrative or recount as written in basic competence. Overall, most of reading material in *Competence-Based English* were not compatible with basic competence of school-based curriculum.

The research findings show that the reading materials in *Competence-Based English* textbook for grade VIII of Junior High School were not compatible with reading basic competence although based on interview results, teachers said the reading material were compatible and relevant. The writer also found in document analysis that the book is written based on KBK curriculum and standard content on 2005. SMPN 1 Unggul Sukamakmur used KTSP as their curriculum but the textbook still based on KBK curriculum. There were different standard competence and basic competence among KTSP and KBK.

The next research question is “What is the good criteria of reading material that is compatible with the basic competence of School-based Curriculum?.” Based on analysis, actually reading material in *Competence-Based English* textbook was suitable with government regulation on 2005. But in SBC or KTSP there was new regulation to set a good criteria for school textbook by pusat perbukuan on 2006. So the writer uses new criteria to analyze the textbook because SMPN 1 Unggul Sukamakmur uses KTSP as their implementing curriculum.

This research also finds the good criteria for reading that relevant to the basic competence of school based curriculum. A good reading material should be relevant to standard competence and basic competence. Standard content can be seen from pusat perbukuan/22 on 2006.

The good criteria of reading material for school-based curriculum arranged by pusat perbukuan on 2006 that are:

- ✓ The conformity between reading materials and curriculum used
- ✓ Kind of genres found in the reading materials
- ✓ The arrangement of reading materials based on the level of difficulty
- ✓ Reading tasks which are given to develop student's ability
- ✓ The reading material which are supporting life skills
- ✓ The reading materials which consider about the aspects of gender, religion and age.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusions

As previously described in the first chapter of this thesis, the purpose of this study were to analyze the compatibility between reading material in *Competence-Based English* textbook with the basic competence of English curriculum, and to find out the good criteria of reading material that is compatible with the basic competence of English curriculum. This chapter would be a conclusion from the previous chapters. The results are concluded as following:

1. Curriculum is very important in teaching learning process and help the teacher as a guide for the teachers in preparing their teaching material. For reading class, materials play a significant role in defining the course itself. Reading text can be taken from textbook or anywhere depends on the learning needs. Relating to textbook, a good text for reading comprehension in a textbook should be suitable with the curriculum. It means that the content of a text have to cover standard of competence and basic competencies.
2. The writer found *Competence-Based English* is written based on Competency based Curriculum or KBK or curriculum 2004. Actually, School based Curriculum is developed from KBK, but both of them have different standard competence and basic competence.

3. The criteria for a good reading text in EFL classroom are interest, exploitability, and readability topic. Based on the important role of textbooks in the teaching learning activity, good textbook should be selected by the school in order to support the success of the teaching learning activity.

B. Suggestions

Based on the conclusion above, some suggestions will be directed toward the school, the English teachers, and other writers.

1. The writer suggest to the Schoolto supply textbook relevance with curriculum used, evaluate the reading material from any sources and give curriculum workout to the teachers.
2. To the English teachers the writer suggest that it will be better to be more creative in choosing and selecting the textbook which is most suitable in teaching learning process.The teachers who have been using or will use reading material from *Competence-Based English* textbook should replace their English textbook.They have to be capable in analyzing textbook which will be used in English teaching and learning process. However,*Competence-Based English* textbook may not suitable anymore with the curriculum used.

3. To the other researchers the writer suggest that it is needed different research to find out compatibility of listening, speaking and writing with standard competence and basic competence of school based curriculum. It is better to do research how many schools still use textbook that is not relevant with the curriculum used.

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Banda Aceh, 24 November 2016

Lamp : -

Hal : Mohon Izin Untuk Mengumpulkan Data
Menyusun Skripsi

Kepada Yth.

Di -
Banda Aceh

Dekan Fakultas Tarbiyah dan Keguruan (FTK) UIN Ar-Raniry Darussalam Banda Aceh dengan ini memohon kiranya saudara memberi izin dan bantuan kepada:

N a m a : Muzanna
N I M : 231 222 759
Prodi / Jurusan : Pendidikan Bahasa Inggris
Semester : IX
Fakultas : Tarbiyah dan Keguruan UIN Ar-Raniry Darussalam.
A l a m a t : Lampisang Seulimeum, Aceh Besar

Untuk mengumpulkan data pada:

SMPN 1 Unggul Sukamakmur

Dalam rangka menyusun skripsi sebagai salah satu syarat untuk menyelesaikan studi pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry yang berjudul:

Analyzing The Compatibility of Reading Material in Junior High School Grade VIII textbook Whith The Basic Competence of English Curriculum

Demikianlah harapan kami atas bantuan dan keizinan serta kerja sama yang baik kami ucapkan terima kasih.

An. Dekan,
Kepala Bagian Tata Usaha,

M. Said Farzah Ali, S.Pd.I., MM
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Kode: 4713

BAG UMUM BAG UMUM



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Kota Jantho, 29 Nopember 2016
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Kepala SMP Negeri 1 Sukamakmur
Kabupaten Aceh Besar
di -
Tempat

Dengan hormat,

Sehubungan dengan Surat Dekan Fakultas Tarbiyah dan Keguruan (FTK) UIN Ar-Raniry Darussalam Banda Aceh Nomor : Un.08/TU-FTK/TL.00/11525/2016 tanggal 24 November 2016, Kepala Dinas Pendidikan Kabupaten Aceh Besar memberi izin kepada :

Nama : **Muzanna**
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Jurusan/Prodi : **Pendidikan Bahasa Inggris**
Semester : **IX**

Untuk melakukan penelitian dan mengumpulkan data di **SMP Negeri 1 Sukamakmur** Kecamatan **Sukamakmur** Kabupaten Aceh Besar untuk keperluan penyusunan Skripsi yang berjudul :

"ANALYZING THE COMPATIBILITY OF READING MATERIAL IN JUNIOR HIGH SCHOOL GRADE VIII TEXTBOOK WHITH THE BASIC COMPETENCE OF ENGLISH CURRICULUM"

Setelah mengadakan penelitian 1 (satu) eks laporan dikirim ke **SMP Negeri 1 Sukamakmur** Kecamatan **Sukamakmur** Kabupaten Aceh Besar.

a.n. Kepala Dinas Pendidikan
Kabupaten Aceh Besar
Kasi Kurikulum Bidang Pendidikan
Prasekolah, Dikdas dan PLB



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2. Arsip.



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Nomor : 896 / 305 / 2016

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Nama : **Muzanna**
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Semester : **IX**
Jenjang : **S – I**

Sesuai dengan surat Nomor 070 / 828 /2016 tanggal 29 November 2016 tentang izin pengumpulan data dari Dinas Pendidikan Aceh Besar.

Benar yang namanya tersebut di atas telah melaksanakan pengumpulan data / penelitian di SMP Negeri 1 Unggul Sukamakmur Pada tanggal 30 November 2016 s/d 2 Desember 2016 yang berjudul :

“ANALYZING THE COMPATIBILITY OF READING MATERIAL IN JUNIOR HIGH SCHOOL GRADE VIII TEXTBOOK WITH THE BASIC COMPETENCE OF ENGLISH CURRICULUM”

Demikian surat keterangan ini kami buat untuk dapat di pergunakan seperlunya, atas kerjasama yang baik kami ucapkan terimakasih.

Sibreh, 2 Desember 2016

Kepala Sekolah



Ashawi, S.Pd

Nip. 19661203 198903 1 007

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1. Kepala Dinas Pendidikan Kabupaten Aceh Besar
2. Dekan Fakultas Tarbiyah dan Keguruan (FTK) UIN Ar-Raniry Darussalam Banda Aceh
3. Ketua Jurusan yang bersangkutan.
4. Arsip

Reading Classroom Observation

Number	Condition	Yes	No
1	Reading text from a textbook or other sources		
2	Teachers give reading material relevant to types of text in based competence and standard competence (e.g. narrative and descriptive)		
3	Teachers connect the text with the personal experience, prior knowledge, or other texts		
4	Teachers give instructions to the students to read, summarize, answer the questions or assignment		
5	Teacher help students to translate new vocabulary		
6	Teachers use different techniques to motivate students in reading activity (e.g. group discussion, individual work etc)		
7	Students look active and enthuse when reading activity (e.g. discussion, asking, answering, etc)		
8	Students do all of teachers' command		
9	Students can understanding the text given correctly		
10	Students help another to understand the text		

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Interview guideline

Institution: SMPN 1Unggul Sukamakmur

Respondent: Principal of SMPN 1 Unggul Sukamakmur

Structured-interview principal

- 1) What is the curriculum used here?
- 2) How many English teachers in your school?
- 3) Is the teacher supported by a textbook?
- 4) Is the textbook using based on requirement or school regulation?
- 5) How do you know the material in a texbook suitable or not with curriculum?
- 6) Have you ever buy the textbook?
- 7) How does the textbook come from?
- 8) Is there any checking about textbook used by teacher?
- 9) What do you think about school based curriculum?
- 10) What do you think about English teacher here?

Interview guideline

Institution: SMPN 1Unggul Sukamakmur

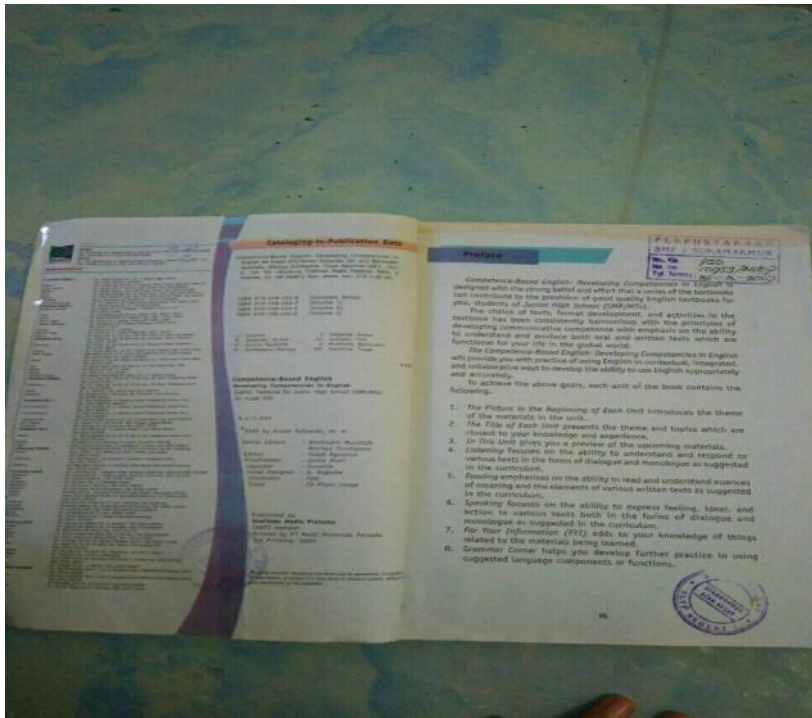
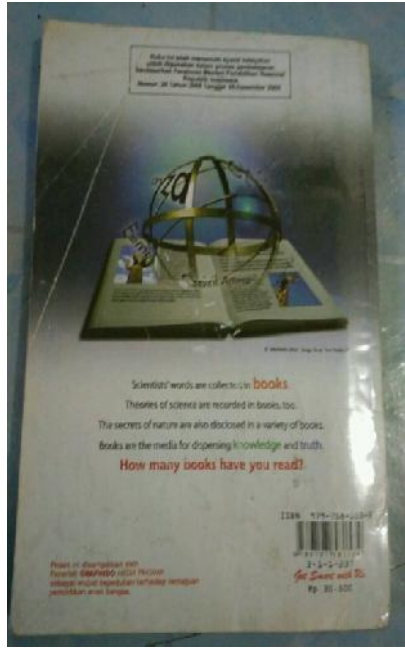
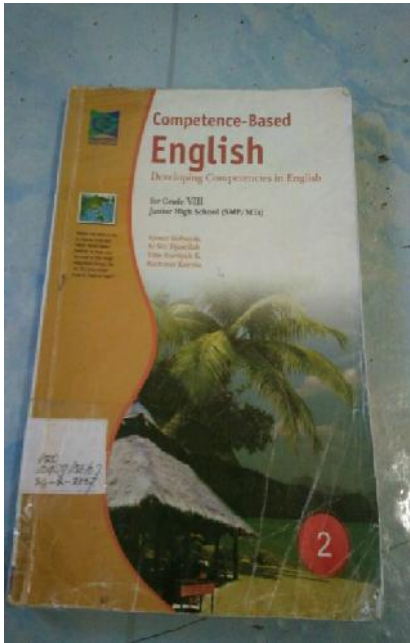
Respondent: English teachers of SMPN 1 Unggul Sukamakmur

Structured-interview teachers

- 1) What do you think about English learning in your school?
- 2) Are you using the textbook when teaching?
- 3) How many types of the textbook available in your school?
- 4) Is the textbook using based on requirement or school regulation?
- 5) How does the teacher's reliance on textbook?
- 6) Is the reading material in that textbook compatible to the basic competence of English curriculum?
- 7) What do you think about school based curriculum?
- 8) Is the basic competence which regulated by the government useful or useless in reading activity?
- 9) How's the compatibility between reading material in textbook with based competence especially for reading skill?
- 10) How to know good criteria for a good textbook?

Standar Kompetensi dan Kompetensi Dasar “Reading” kelas VIII semester 1
(satu) dan 2 (dua) untuk SMP (Sekolah Menengah Pertama) KTSP

Standar Kompetensi	Kompetensi Dasar
<p>Membaca</p> <p>5. Memahami makna teks tulis fungsional dan esei pendek sederhana berbentuk descriptive dan recount yang berkaitan dengan lingkungan sekitar</p>	<p>5.4 Membaca nyaring bermakna teks tulis fungsional dan esei berbentuk descriptive dan recount pendek dan sederhana dengan ucapan, tekanan dan intonasi yang berterima yang berkaitan dengan lingkungan sekitar</p> <p>5.5 Merespon makna dalam teks tulis fungsional pendek sederhana secara akurat, lancar dan berterima yang berkaitan dengan lingkungan sekitar</p> <p>5.6 Merespon makna dan langkah retorika dalam esei pendek sederhana secara akurat, lancar dan berterima yang berkaitan dengan lingkungan sekitar dalam teks berbentuk descriptive dan recount</p>
<p>Membaca</p> <p>11. Memahami makna dalam esei pendek sederhana berbentuk recount, dan narrative untuk berinteraksi dengan lingkungan sekitar</p>	<p>11.1 Membaca nyaring bermakna teks fungsional dan esei pendek sederhana berbentuk recount dan narrative dengan ucapan, tekanan dan intonasi yang berterima yang berkaitan dengan lingkungan sekitar</p> <p>11.2 Merespon makna dalam teks tulis fungsional pendek sederhana secara akurat, lancar dan berterima yang berkaitan dengan lingkungan sekitar</p> <p>11.3 Merespon makna dan langkah retorika dalam esei pendek sederhana secara akurat, lancar dan berterima yang berkaitan dengan lingkungan sekitar dalam teks berbentuk recount dan narrative</p>



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