

**AN ANALYSIS OF SCHOOL BASED CURRICULUM  
READING MATERIALS IN ENGLISH TEXTBOOKS  
FOR GRADE X SENIOR HIGH SCHOOL  
IN PAYAKUMBUH**

**THESIS**



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## ABSTRAK

**Ernawati. 2011. An Analysis of School Based Curriculum Reading Materials in English Textbooks for Grade X Senior High School. Thesis. Program Pascasarjana Universitas Negeri Padang .**

Penelitian ini bertitik tolak dari masalah pemilihan bahan ajar khususnya teks yang digunakan pada kegiatan membaca, percontohan teks, di siklus tulis. Teks yang digunakan harus sesuai dengan karakteristik genre untuk kelas X SMA seperti yang tercantum dalam Standar Kompetensi dan Kompetensi Dasar dan criteria teks yang baik untuk siswa, pelajar bahasa Inggris sebagai bahasa asing.

Penelitian ini bertujuan untuk menganalisa bahan bacaan pada buku cetak bahasa Inggris untuk kelas X yang digunakan sebagai model genre pada siklus tulis guna menjelaskan sejauh mana bahan bacaan tersebut sesuai dengan karakteristik genre untuk kelas X dalam hal genre, tujuan, struktur generik, fitur tatabahasa, dan kriteria teks yang baik untuk siswa, pelajar bahasa Inggris sebagai bahasa asing.

Jenis penelitian ini adalah penelitian evaluasi yang menggunakan teknik analisis dokumen. Data dikumpulkan dengan menggunakan format sebagai instrumen. Sumber data penelitian ini adalah semua bahan bacaan yang tersedia dalam buku cetak bahasa Inggris yang digunakan sebagai model teks pada siklus tulis, yaitu *Picasso, The Fly and the Bull, The Hole Game, The Gift, Debby Putti, dan Man jailed for striking RI maid* yang tersedia pada *Look Ahead* diterbitkan oleh Erlangga; *An Unforgettable Experience, John's English Teacher, How to Develop the Tourism in Indonesia, Steve's Favourite Sport, Live in Ancient Rome, dan Illegal Medicine Destroyed* dari *Linked to the World* penerbit Yudhistira; *Can You Grow Your Own Food in a Jar?, Ali Baba and the Forty Thieves, dan The Most Important Thing* dalam buku *Contextual Learning Developing Competencies in English Use for SMA* diterbitkan oleh Grafindo; *The Proclamation, A King and Two Servants, Sour Cream-Prune Pie, Hydroponics: Farming without Soil, dan Flood-borne Diseases* dalam buku *English* diterbitkan oleh Bumi Aksara. Untuk menganalisa bahan bacaan tersebut penulis menggunakan sebuah instrumen berupa lembaran analisa bahan bacaan yang menggambarkan karakteristik genre untuk SMA kelas X dan kriteria teks yang baik untuk siswa, pelajar bahasa Inggris sebagai bahasa asing.

Hasil analisis data menunjukkan bahwa bahan bacaan tersebut memenuhi karakteristik genre untuk kelas X SMA. Dalam hal kesesuaian dengan kriteria sebuah teks yang cocok untuk siswa, pelajar bahasa Inggris sebagai bahasa asing, teks tersebut memiliki kelemahan dalam menyediakan latihan untuk memahami isi dan jenis teks (genre). Latihan tidak disajikan dari tingkat yang mudah ke tingkat yang rumit. Sehingga strategi membaca tidak biasa dikembangkan. Selain itu, hampir semua teks yang digunakan sebagai contoh genre untuk kelas X tidak memiliki informasi tentang budaya bahasa target. Bacaan tersebut tidak bias digunakan sebagai media untuk mempelajari budaya.

Berdasarkan data diatas dapat disimpulkan bahwa bahan bacaan dalam buku cetak bahasa Inggris memiliki kualifikasi sangat bagus sebagai model teks untuk genre yang diperkenalkan. Tetapi teks tersebut memiliki kualifikasi sangat kurang dalam informasi budaya target. Namun bahan bacaan yang ada dalam buku cetak bahasa Inggris dikelompokkan pada kualifikasi yang berbeda-beda dalam hal menarik, kesesuaian dengan tujuan pembelajaran, mudah dipahami, topik dan penampilan.

## ABSTRACT

**Ernawati. 2011. An Analysis of School Based Curriculum Reading Materials in English Textbooks for Grade X Senior High School. Thesis. Graduate Program of State University of Padang.**

This research was based on the problem of selecting teaching materials, especially texts used in reading activity, in modeling of text, in written cycle. Texts used should match the characteristics of genres for grade X as stated in Standard of Competence and Basic Competence and criteria of good texts for students of English as a Foreign Language (EFL).

This research is aimed at analyzing Reading Materials in English Textbooks for Grade X Senior High School which are used as modeling of texts in written cycle to explain to what extent the reading materials match the characteristics of genre for grade X in terms of genre, purpose, generic structure, grammatical features, and criteria of a good text for students of English as a Foreign Language.

The kind of research is an evaluative research using document analysis technique. The data were collected by providing forms as the instrument. The source of data of the research was all reading materials provided in English textbooks for Grade X which are used in modeling of text in written cycle. They are *Picasso, The Fly and the Bull, The Hole Game, The Gift, Debby Putti, and Man jailed for striking RI maid* provided in *Look Ahead* published by Erlangga; *An Unforgettable Experience, John's English Teacher, How to Develop the Tourism in Indonesia, Steve's Favourite Sport, Live in Ancient Rome, and Illegal Medicine Destroyed* from *Linked to the World* published by Yudhistira; *Can You Grow Your Own Food in a Jar?, Ali Baba and the Forty Thieves, and The Most Important Thing* provided in *Contextual Learning Developing Competencies in English Use for SMA* published by Grafindo; *The Proclamation, A King and Two Servants, Sour Cream-Prune Pie, Hydroponics: Farming without Soil, and Flood-borne Diseases* provided in English published by Bumi Aksara. To analyze the reading materials, the researcher used reading material analysis sheets describing the characteristics of genre for grade X Senior High School and criteria of a good text for students of English as a Foreign Language.

The data showed that the reading materials fulfill the characteristics of genre for grade X Senior High School. Related to criteria of good text for students of English as a Foreign Language, the texts have weaknesses in providing the exercises to understand the content and kind of text (genre). The exercises are not developed from simple to complex ones. Here, the students cannot develop reading strategies. Besides, almost all the texts intended as the example of genres for Grade X Senior High School have no current cultural information of the target language. They cannot be used as the window to learn the target culture.

Finally, it is concluded that reading materials are *excellent* as modeling of texts in English textbooks for Grade X. They are qualified as *totally lack* of current cultural information of the target language. Moreover, the reading materials are grouped into different qualification in terms of interest, exploitability, readability, topic and appearance.

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The Researcher

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# **CHAPTER I**

## **INTRODUCTION**

### **A. Background of the Problem**

It is stated in Standard of Competence and Basic Competence that the emphasis of teaching English in Senior High School is to develop students' competence on language skills, namely; listening, speaking, reading, and writing in order to make them able to acquire knowledge since they are prepared to continue their study to university and use them in real-life settings. Besides, they should also have competence on language components such as: grammar, vocabulary, and pronunciation. To make the students able to develop their competence on language skills, the components for an effective language class must be arranged before teachers and students come to the classroom. The potential success or relative failure of a lesson will often be determined by the quality of planning and preparation done by the teachers. Teachers are demanded to have competence in designing syllabus, planning the lesson, materials, and activities which have link with outside school experience. Besides, the teacher should consider learner factors in determining the activities and materials for them.

Related to this case, it is essential that language teachers pay great attention to select materials which can help the students to develop their competency since after designing the syllabus, the teacher will create meaningful activities and tasks to develop students' competence on language skills based on the materials selected. That is why it is important for teachers to enrich their knowledge about materials which are appropriate with Standard of Competence

and Basic Competence. In other words, materials selected should give teachers more opportunities to create activities and tasks in order to develop students' competence on language skills.

However, based on the interview done by the researcher, it seems that a great number of the teachers have not been familiar yet with this new curriculum. They do not know well how to design syllabus just based on Standard of Competence and Basic Competence as guidance. They often face problem in arranging the components for an effective language class, and in making decisions about goals, activities, materials, resources, timing, grouping, and the other aspects of the lesson that should be considered. It is undeniable fact that some teachers use certain textbooks as the main sources of learning and teaching process for them and their students. They thought that they can prepare and teach systematically by using materials taken from the textbook.

In another case, although the way how to design syllabus and lesson plan based on Standard of Competence and Basic Competence as guidance has been introduced through training, seminar, workshop, but in the implementation, sometimes, it is influenced by the way of teaching using 1994 curriculum. Teachers still think about theme when they are choosing materials for listening, speaking, reading and writing activities. Virtually, School Based Curriculum is not based on theme approach anymore, but it is a competence based curriculum which emphasis on introducing genres of the text through reading activities. Since the focus of teaching reading does not only to make the students understand the content of the text but also to make them familiar with genre introduced, the reading materials used has become increasingly important to be selected carefully.

Reading materials used by the teachers in the classroom can be created by the teachers themselves or they can use reading text provided in the student textbook, newspaper, magazine, internet, and so on. However, based on the researcher's interview to some teachers they thought that it is very difficult for them to teach systematically without materials from a textbook. They said that if they want to use their own created materials, they should possess writing ability in developing good texts. They should also have knowledge about characteristics of targeted genre stated in the Standard of Competence and Basic Competence in order to help them to judge the quality of the text as the main aid in the process of teaching reading. If not, what is stated in the Standard of Competence and Basic Competence cannot be achieved. Related to this case, teachers should try to develop their writing ability and enrich their knowledge about genres for their students' grade and criteria of good texts for English as a Foreign Language (EFL) student.

Realizing the importance of written text for reading activity or selecting authentic reading materials as a model for students in creating their own text, the teachers should have training on both kinds of choices. Unfortunately, in selecting reading materials for students of Senior High School, teachers tend to use the texts provided in the text book. New textbooks in the market provide various texts, make promises, look attractive and written by responsible writers and are advised by professionals. It is usually stated on the preface of the textbooks that the publishers care about the attainment of the aim of national education and try to give the real contribution through the publishing of qualified textbooks that are developed based on guidance of School Based Curriculum. Consequently, the

texts must be qualified and available in a sufficient number. The texts should be qualified in terms of its relationship with Standard of Competence and Basic Competence and criteria of good texts.

Teaching reading procedure using current curriculum is not quite different from teaching reading using 1994 Curriculum. Teachers may have three phase reading activities: pre-reading, whilst reading, and post reading activities. Teachers are allowed to use various kinds of reading exercises in which the students can apply their strategies to understand the text. Meanwhile, in 2006 curriculum, teachers are required to have knowledge on generic structures of the text so the teachers can lead the discussion of targeted genre and also give individual help when the students are required to create their own text. Besides, the teacher discusses the social function and grammatical features of the text in modeling of the text.

Activities created by the teachers in modeling the text on targeted genre will depend on the reading materials used by the teacher. Using inappropriate criteria in selecting materials for reading may lead to wrong model of text. Students will have incorrect concept on targeted genre and furthermore they will have problem in understanding written text and creating their own text using English. Reading will not be so enjoyable for them that they are not motivated to acquire this good habit. Therefore, reading materials should be selected carefully and comprehensively so that the students will have better understanding on kinds of text discussed and have high motivation to read. To select reading materials used in the classroom the teachers should understand the generic structures of the text and grammatical features used by the writer in the text.

Related to the curriculum especially School Based Curriculum, it is stated in Standard of Competence and Basic Competence that the students of grade X Senior High School are expected to be able to comprehend the meaning of short functional texts and essays in the form of Recount, Narrative, Procedure, Descriptive and News item related to daily life context and to acquire knowledge. Besides, students should be able to respond the meaning and generic structure of the text.

Unfortunately, it is an undeniable fact that English, despite being recognized as an international language, is a foreign language studied at Junior and Senior High School that most of students find it difficult to understand the texts provided in reading activities or reading comprehension test which are mostly dominated by such long texts as it is found in National Examination. They tend to find the meaning of words in the texts using dictionaries when they are asked to answer some questions related to the text in order to check their understanding. They seem unable to answer the questions in allocated time.

In another case, it seems to the researcher that a great number of reading activities are based on what have been designed by the writer of the book used. Little attention is given to reading strategies such as skimming and scanning, using context clues to understand certain words, and analyzing the text to find the answers of the questions or understand the whole texts. As a result, some students might find it difficult to be active readers, to have good achievement in reading test, and to reconstruct their own texts based on the models that have been introduced in writing activity.

If this situation continues, the students' reading skill will never be improved. They cannot comprehend the meaning of short functional texts and essays in the form of genres required for their level related to daily life context and acquire knowledge as the objective of teaching reading. So, reading materials intended as modeling of texts are critically needed to be analyzed in order to compensate for its limitation.

### **B. Identification of the Problem**

Based on the background, there are some possible problems that maybe occur in analyzing reading materials or texts for modeling. The problem of matching the texts with characteristics genres as stated in Standard of Competence and Basic Competence is one of aspects that can be evaluated especially in the frame of 2006 English curriculum for Senior High School. Previous curriculum still influences the teacher in selecting the materials for reading since in 2006 curriculum theme is not stated. Teachers are free to choose the theme as far as the texts used in reading activities match the characteristics of genre for grade X Senior High School. Teachers are also required to design syllabus and have knowledge about genres of the text used for reading activities. In addition, analyzing the materials for reading also has close relation to criteria of good texts for students of English as a Foreign Language (EFL).

### **C. Limitation of the Problem**

Although there are some reading materials provided in English textbooks for grade X Senior High School, here, the writer limited on analyzing reading

materials provided in modeling of text based on the characteristics of genres intended for grade X and characteristics of a good text, interest, exploitability, readability, topic, cultural suitability and appearance. It means she tried to analyze reading materials provided in the English textbooks as text modeling in reading activity of written cycle for grade X public Senior High School in Payakumbuh.

#### **D. Statement of the Problem**

In this research, the researcher will analyze reading materials provided in English textbooks, used as modeling of text, published for grade X Senior High School. The problems can be formulated as follow:

1. to what extent do reading materials in the English textbooks for grade X Senior High School match the characteristics of genres for grade X Senior High School?
2. to what extent do reading materials in English textbooks match the criteria of a good text?

#### **E. Purpose of the Research**

The purpose of the research is to explain:

1. to what extent reading materials in the English textbooks for grade X Senior High School match the characteristics of genres for grade X Senior High School.
2. To what extent reading materials in the English textbooks for grade X Senior High School match the criteria of a good text.

## **F. Significance of the Study**

This research would bring to theoretical and practical significances. Theoretically the research findings would add the database of educational materials especially those who are interested in teaching reading by using texts provided in the textbooks. In addition, the researcher also expects that they use the instrument used by the researcher to judge reading materials provided in the English textbook to analyze other reading materials.

Practically, it would be beneficial for helping teacher improve his teaching quality by revising the materials. Besides, it would develop teacher's sense of sensitivity toward the problems found in designing the materials for teaching language, particularly in providing reading materials that are appropriate for his students. In turn, it would be very helpful for improving students' ability in reading.

## **G. Definition of the Key Terms**

In order to avoid misunderstanding and misconception in this study the researcher defines specific key terms as follows:

1. School Based Curriculum : the operational curriculum which is arranged based on students' intake, facilities possessed, and teachers' competence and executed at each level of education.
2. Reading Materials : any written text provided in English textbooks as text modeling in reading activity of written cycle for Senior High School.

3. Good reading materials : any texts which fulfill the characteristics of genre for grade X and the criteria of good texts for students of English as a Foreign Language.

## CHAPTER V

### CONCLUSIONS, IMPLICATIONS AND SUGGESTIONS

#### A. Conclusions

This chapter discusses the conclusions, implications, and suggestions drawn from the data description in the previous chapter. These are expected to contribute to the improvement of teaching reading. The conclusions are as follows:

1. The reading materials provided in modeling of text for written cycle in English textbooks for grade X Senior High School match the characteristics of genre for grade X Senior High School as stated in Standard of Competence and Basic Competence. All of the texts get average 4 in fulfill the indicators and are placed on *excellent* level. The texts intended as models belong to Recount, Narrative, Procedure, Descriptive, and News item texts. They can be easily recognized since each paragraph is marked based on the generic structures of certain genre and can be proved after reading the text. The texts also use basic grammar required for certain genre to signal the information and possess grammatical features that become characteristics of the genres used.
2. In fulfilling the criteria of good texts, the texts have weaknesses in providing the exercises to understand the content and kind of text (genre). The exercises are not developed from simple to complex one. Here, the students cannot develop reading strategies. Besides, almost all the texts intended as the example of genres for Grade X Senior High School have no current cultural information of the target language. They cannot be used as the window to learn the target culture.

## **B. Implications**

After analyzing reading materials provided as modeling of texts in written cycle in English textbooks for grade X Senior High School Published by *Erlangga*, *Yudhistira*, *Grafindo*, and *Bumi Aksara* using criteria related to the characteristics of genres for grade X Senior High School and criteria of a good text for students of English as a foreign language, for teaching reading, the texts can only be used as models to introduce genre and to discuss generic structures, grammatical features, and purposes of genres for grade X Senior High School. They cannot be used to develop students' reading strategies because they have weaknesses in providing and developing exercises from simple to complex ones. Moreover, almost all the texts contain local cultural information. So, they cannot be used as the windows to learn the target culture.

## **C. Suggestions**

The suggestions mostly are addressed to the writers of the textbooks from which reading materials evaluated taken, Payakumbuh Education Department, principles and English teachers. For the writers, it is suggested to improve the modeling of texts in written cycle, especially in providing exercises to understand the content and genre of the texts. The exercises should be arranged from simple to difficult ones and the students can also develop their reading strategies through the exercises provided. Besides, the texts provided should contain current cultural information of target language and can be the window to learn the culture of the target language. Payakumbuh Education Department should give training to English teachers in Payakumbuh about analyzing reading materials as an attempt to improve the quality of teaching English and to have a team to

analyze reading materials that can be suggested to use by English teachers. Finally, for English teacher, it is suggested to English teachers to enrich their knowledge about characteristics of genres intended for grade X Senior High School and criteria of a good text for students of English as a foreign language in order to have qualified criteria to analyze other English reading materials for students in teaching reading to improve students' reading ability.

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